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C O N T E N T S

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INTRODUCTION

With the attainment of independence increasing demands are made on the individual's social and personal efficiency. He must be better equipped technically, and he must be better qualified to assume responsibility for building up democracy and self government in the country. Education being the most vital means of helping the individual to come up to these demands, has been receiving greater and greater attention. It is realized that Indian Education must be increased in range and improved in quality. It was also realised that the purely literary system of education prevalent in schools and colleges would not be enough to equip our youth with the knowledge, scientific skills and character qualities which are so basic to the formation of any sound nation.

Looking to the psychological needs of the children and the social needs of the country several types of changes were suggested. An important trend among these changes was the introduction of some type of hand work or manual labour in the schools. At present we find that handicrafts are taught as a compulsory subject in all the primary and middle schools being run on the basic pattern. Crafts also form compulsory or optional subject in the non-Basic primary and middle schools in many States. Recently in the multi-purpose scheme for higher secondary schools craft has been included as one of the core subjects. Even in the ordinary higher secondary schools some of the States have introduced crafts. In order to take further steps to introduce and organise this subject effectively, it is essential to survey the existing position and practices in our school system. Any scheme of improvement will have to be guided by our experiences and experiments in this field. The present inquiry has been undertaken with this aim in view. It attempts to study the movement of craft teaching in education in general and in our country in particular. An attempt is made to study the historical importance of craft, the objectives, standards and practices of craft education through (i) the analysis of the school syllabi followed in different States; (ii) information supplied by the State Departments of Education and or non-official organisations in response to a detailed questionnaire (a copy of this questionnaire is given in appendix I); (iii) analysis of 229 responses received from the secondary schools of different States in response to a questionnaire (a copy of the questionnaire see appendix II); (iv) study of the official progress reports and reports of the various educational committees appointed from time to time.

It is appropriate here to mention some of the limitations of the study. It has been conducted in a very limited period of two months only. The limitation on time and the vast and varied scope of the study have presented many challenges. Moreover no systematic similar study has

ever been made before. Material for this report had, therefore, to be selected from various sources and arranged in an orderly way. An attempt was made to get the latest information about each State through the circulation of a questionnaire. One problem in interpreting responses to this questionnaire was the difficulty of knowing how far the factual position revealed can be accepted generally in regard to the actual practice. Syllabi of elementary and secondary schools which were available in the library and which were received from the States were used for analysing the position and practice of craft as a school subject. This source of information is again fallible because of the hazards in inferring from the syllabi the actual position obtaining in schools. The questionnaire for secondary schools was sent by the Directorate of Extension Programmes some years ago. Whether or not the responses are descriptive of the present is not certain.

Limitations such as the above are bound to occur in a pioneer study of this type. Accordingly, then the scope of the study and limitations of the sources: what might be a more valid experimental/observational approach. The study does, however, give a general picture of the position of crafts in our school system. Information has been obtained and analysed in terms of:

1. Basic primary and middle schools;
2. Non-Basic primary and middle schools;
3. High schools;
4. Higher secondary schools;
5. Multipurpose schools;
6. Post-graduate schools.

This study was undertaken at the instance of Shri B. R. Singh, Joint Educational Adviser in the Ministry of Education (Joint Director, National Institute of Education), who constituted the following study group for the purpose:

- | | |
|---|--------------------|
| 1. Shri J. K. Shukla
Director, N.I.E.E. | - Chairman |
| 2. Shri B.S. Sehgal
Field Adviser, DDEP | - Member |
| 3. Shri Abul Kalam
Director, Art Institute
Jamia Millia Islamia | - Member |
| 4. Smt. Gautameshwari Shukla
Basic school, Central
Institute of Education | - Member |
| 5. Miss Adarsh Khanna
Educationist, N.I.E.E. | - Member-Secretary |

The study group was inaugurated on 13th November, 1961 by Shri K.K. Singh who explained to the group the purposes and scope of the enquiry. Since then, the members of the study group met twice in the beginning to finalise the schedule of work that was involved in the study. The work-plan prepared by the Secretary was approved by the group. Shri Sehgal and Shri Abul Kalam were unable to work full-time on the study but expressed their willingness to meet occasionally to review materials and methods. Hence the need arose for co-opting more members for doing jobs such as preparing the questionnaires, analysing the responses to the questionnaires, studying the syllabi and literature, analysing official reports and documents, etc. Since persons were not available for this purpose from any other institution, some members of the staff of the National Institute of Basic Education were involved and the study was conducted with their help.

The present report is divided into eight chapters. The first two explain the background of the study and the importance of crafts in education. The third chapter is a historical survey of crafts in the Indian school system. This chapter also summarizes information from the reports of various committees and educational bodies of the country which have, from time to time, expressed opinions regarding the place of crafts in the schools. The fourth chapter, which gives the position of crafts in Indian schools, has been divided into two parts, one dealing with the position of crafts at the elementary school level, and the second with the position of crafts at the secondary school level. This chapter is mainly based on the analysis of the syllabi followed in the several States, the analysis of the responses to the questionnaire administered to secondary schools and the information supplied by some of the State Departments of Education and some non-official organisations in the States in response to our questionnaire. Chapter five gives some idea of the facilities for the training of craft teachers in the country. This information has been obtained from some Departments of Education, from some individual craft lecturers/teachers and craft training institutions.

In chapter 6, an attempt is made to study the administrative and organizational aspect involved in connection with the teaching of craft. Chapter 7 gives a brief picture of the position of crafts as obtaining in U.K. and U.S.A. It is hoped that Chapter 7 might be useful in evolving a good plan of craft education for our schools. The last chapter, Chapter 8, is again divided into two parts. Part I summarises the conclusions that follow from the studies made in the previous chapters. Part II contains recommendations to

be implemented at various levels. These recommendations have grown out of the study and are presented in the hope that effective steps would be taken to put them into effect.

The data collected for this report have been presented in 17 tables, a list of which is given in the beginning. Apart from these 17 tables, 12 tables pertaining to the position of craft teaching in the secondary schools of individual States are given in appendix VII.

Nine appendices have also been given at the end of the report which include the tools used in this study and detailed accounts of the position of craft teaching in the various States of the country as revealed from the analysis of the syllabi and the questionnaire responses. Appendix No. IX gives a draft syllabus-cum-plan of work in paper, card-board and wood work for grades I to XI. This is purely tentative. It will be very desirable if groups of specialists are appointed to work out model programmes for each of the several major crafts. Such groups may be assigned the task of working out the detailed syllabus as well as preparation of lists of raw-materials, tools and equipments required for each of the crafts studied.

I. Importance of Crafts

Man's power over nature results in large measure from his use of tools. For this reason, handicraft has always been of vital significance in the history of mankind. It is said that culture had its inception when man learned how to make a fire. As he slowly acquired the ability to devise simple tools and use them for meeting his needs of daily living, his hand became the servant of his mind to form a harmonious partnership in the process of living. It was some Greek philosopher who realized this relationship when he stated that man learnt to use his hands and then became intelligent. H.G. Wells emphasized the same thought in a different way by saying that "fundamental instinct of life is to create, to discover, to make, to grow, to progress." It is now almost axiomatic that if man's capabilities have to be realized in full measure, it is necessary that the hand and mind form a coordinated, unified, interacting entity.

Handicraft is perhaps the only school subject which took root long before the beginning of academic subjects. In part because of its antiquity - beginning from the birth of civilisation, - handicraft affords a rich source of education and understanding of the past traditions and heritage as well as a basis for projections into the future of living. Since crafts are a fundamental human activity, it is possible for their practice to help promote international relationships on a humane and fundamental basis irrespective of any frontiers of climate, culture, traditions or even prejudices. They involve the manipulation of raw materials which have inherent common characteristics all throughout the world.

The teaching of crafts has a special significance today when we emphasise education for democracy. Education for democracy implies, in its broadest sense, attempts to impart the heritage of the ages and also to prepare the young for purposeful, active and participating membership in their society. The teaching of crafts in education makes important contributions toward achieving both these goals. It also provides an outlet for the creativity which has characterised man's development and advancement. Handicrafts can provide a natural medium through which the skill and dexterity, aesthetic appreciation and social customs and values of a generation might be passed along to a subsequent generation. Moreover, it serves one of the most important means of interpreting and interpreting the essence of the development of modern civilisation.

II. Some Educational Theories & Craft Teaching

Many early teachers and philosophers have written to glorify the importance and value of arts and crafts and manual training in education. Aristotle emphasised the importance of drawing by pen or pencil for enabling man to judge substance, form and fashion in buying things which are durable, handsome, delightful and pleasant. Comenius thought that "children should learn the most important principles of the mechanic arts, both that they might not be too ignorant of what goes on in the world around them and that any special inclination toward things of this kind may assert itself with greater ease later on." Rousseau revealed his thoughts on the value of practical work in the schools when he said, "If instead of making a child stick to his books, I employ him in a workshop, his hands labour to the profit of his mind, he becomes a philosopher but finds he is only a workman." Rousseau further pointed out that "the great secret of education is to make the exercise of the body and the mind serve a relation to each other." He claimed that "a child will learn more by an hour of manual labour, than he will retain from a whole day's verbal instructions." Pestalozzi, referring to his work and teaching said, "I tried to connect study with manual labour, the school with the workshop and make one thing of them." He further stated, "I am more than ever convinced that as soon as we have educational establishments combined with workshops and on a truly psychological basis, a generation will necessarily be formed, which on the one hand will show us by experience that our present studies do not require one tenth part of the time or the trouble we now give to them." Herbart emphatically stated that "every growing boy and youth should learn to handle the recognised tools of the carpenter, as well as the ruler and compass. Mechanical dexterity would often be more useful than ability in gymnastics. The one helps the spirit, the other the body. Elementary schools should have workshops, though they should not actually be technical schools. And every man should learn to use his hands. The hand holds the place of honour at the side of the power of speech in raising man above the beasts."

The theories developed by these educators and their contemporaries influenced the development of educational systems in Russia and Sweden and their practices affected U.S.A., England and other countries.

III. Trends in Different Countries

In Russia, practical education was introduced during the second half of the nineteenth century by Victor Bella Vos who analysed the processes of the mechanic arts, breaking each down into a series of logical steps. He developed

the analytical technique as a means of determining the fundamental processes and therefore the things that should be taught. In his system the students made a series of models or exercises as a means of learning the fundamental operations. Before a student was permitted to construct a useful object, he was expected to master the processes, step by step, that would go into the construction.

In the Scandinavian countries the use of hand tools to make useful objects for the home was a traditional home craft (Hus Hloyd) which was being neglected. In order to realize the many contributions handicrafts can make to the optimum development of children a system called "Hloyd training" was introduced in the primary schools. Through the construction of a series of articles of wood of increasing complexity, it was expected that desirable habits and attitudes of work would be formed. At the same time the development of necessary skills for entering further apprenticeship training would be ensured. Such work was also intended to develop initiative and aesthetic appreciation while providing a change from other studies.

Uno Cygnaeus in Finland and Otto Salomon in Sweden led the movement to utilize Hloyd as an instrument of education. Salomon opened a Hloyd school at Naas in 1868, where instruction was centered on the making of useful objects. His objectives were amazingly similar to those usually accepted as the objectives of manual education today. The methods adopted by him aroused the interest of teachers and his book "The Handicraft Handbook for Schools" which was later translated into English, helped spread the movement for promoting the practice and study of craft as an educational activity. The Swedish emphasis was on a system of manual and mental training based chiefly on carpentry. The handicrafts, manipulative processes were primary. Educational ideas spread throughout the world were attracted to this system and many teachers from other countries took a six-weeks' course at Naas. As a result, handicraft was firmly established as a school subject in Sweden.

There were several significant differences between Hloyd and the Russian system. In Hloyd the students learned the tool operations while working on useful projects. In contrast the Russian's emphasized making models and typical joint exercises. In the Hloyd training, it was usually not possible to handle large classes as the Russian Della Vos could with his system. The Swedish development stressed interest, individual differences and small group instruction. As Hloyd classes became very popular in some sections of the country, arguments with the advocates of the Russian system were common when discussing the best approach to the teaching of manipulative subjects. These two systems, the Swedish and the Russian, dominantly influenced the teaching

of industrial education for some time, although other forces were seen to appear and give breadth and depth to this new area of the curriculum.

Lloyd training spread in England with the establishment of the Lloyd Association of Great Britain and Ireland. Samuel Carter, who was appointed Corresponding Instructor of Manual Training in the element of the London County Council, brought out two publications, "Manual Training" (1892) and "Drawing" (1896) indicating the purpose and scope of manual training. These publications showed a real advance over the Swedish system. A third book "Elements of Handicraft and Design" (1898) by W. A. R. Benson was considered an outstanding book of the period. According to these publications manual training was finally established on the basis of mechanical efficiency in practical work and accuracy in drawing. Particular stress was laid on the training of hand and eye.

In the early stages, British educational authorities were not unanimous in acceptance, much less praising, manual training, as a school subject. Manual training centres in which instruction was given were built on school grounds and thus over a period of many years the section of the subject grew and spread to Secondary, Grammar and Public schools. Manual training, prior to the First World War, was rather loosely described as Handicraft and the term was applied to various forms of hand and eye training in paper, cardboard and other materials not directly associated with any historic craft. It was only after the First World War, that the subject was placed on a definite craft basis so that the rich heritage of British crafts with their historical, artistic and cultural value was brought into the schools.

The Lloyd and the Swedish system continued to receive manual training in the United States. St. Louis Missouri was among the first cities to open a Manual Training School (1870) with one of the main objectives being "to train the head and hand." By 1871, manual training was developed with similar thrusts throughout the United States. The Lloyd system of exercises borrowed from Russia. As Lloyd became more and more influential, however, the production of useful objects became important and manual arts replaced manual training. Today the manual arts approach with emphasis on projects still continues.

The basic theory of modern advocates of handicrafts is influenced by the principle of "learning by doing." John Dewey in his School and Society (1899) echoed Plato, Rousseau, Pestalozzi and Froebel when he stressed the fact that people learn by doing. He wrote further that "we must conceive of work in wood and metal, of weaving, sewing, and cooking, as ~~methods of learning~~ not as distinct studies..... but as ~~the basis of all learning~~ through which the child's mind will be ~~developed~~ ~~in a~~ ~~order~~ ~~to~~ ~~be~~ ~~active~~ ~~personally~~ ~~active~~."

About 1909 W. Gordon Benson and Dean Russell of Teachers College, Columbia University, were influential in the development of broader concepts of industrial arts, and the "general shop" idea began its development. The intention was to keep all of the old that was good, but to have the entire field of industry as a basis for the manual work rather than manipulative activity from a few specialized fields. Since that time the development of the industrial arts as an area of general education has paralleled closely the rise of the junior high school in U.S.A. At the same time high school education broadened its orientation and application, industrial arts began to "call for a discipline more than a specialized set of skills."

In the whole movement from manual training to industrial arts, the fundamental concept remains in tact; that children learn best through active participation in concrete experiences concerned with the phenomena of their physical and social environment. In industrial arts, the belief is that the basic principles of electricity would become real and meaningful to the child in the process of constructing a simple doorbell circuit or a crystal radio effectively develops when he is engaged in thinking about doing and actually doing. In the past fifty years or so, the accent has shifted from the manual of manual training to the manual arts and again to the industrial arts.

Thus the practice of Gloyd work in Sweden and instruction and construction through ordered exercises in Russia, led to the concept and practice of manual training. In England, there was special emphasis on the practice and study of craft work and craftsmanship and on their cultural and cultural values. The same idea led to the development of the concept of "industrial arts" in U.S.A. and to "industrial arts" in U.S.A.

IV. Clarifying Concepts and Practices

In order to understand fully the modern developments and practices followed in the different parts of the world, it is necessary to clarify the different meanings attached to similar words. This is all the more desirable because of a tendency to confuse craft work with terms like "manual training", "manual arts", "practical arts", "manual education", "shop work", "hand-work", and "industrial arts". There is general agreement that craft is the idea of working with materials. Hand work in education involves the idea of manual dexterity, of skill and the development of hand-eye-coordination. The term refers to "the whole complex of tools, machinery, processes and products, which are the result of the work of the hands". The term "industrial arts" is commonly used in U.S.A. and in the last decade of the 20th century.

'manual training', it suggested that "we are rapidly leaving behind the purely disciplinary thought of manual training" and enlarging the scope of this work to include the industries which are fundamental to modern civilization. The term 'manual training' and 'manual arts' as practiced in earlier schools had quite a different connotation. In manual training the emphasis was on the manual side and the usual procedure was for the student to make a series of models or exercise pieces. The term 'manual arts' came to be used in response to the criticism levelled against manual training that it did not pay attention to the art and design possibilities inherent in the subject. In manual training the emphasis was on the manual; in manual arts the art aspect was stressed. In industrial arts the emphasis was on industry and industrial life. The United States Office of Education Committee on Industrial Arts defined the term as follows:-

"Industrial arts is a branch of general education that concerns itself with the materials, processes, and products of manufacture, and with the contribution of those engaged in industry. The learning comes through the pupil's experiences with tools and materials and through his study of resultant conditions of life. It is a curriculum area rather than a subject course, being comparable in this respect to the language arts.

"Industrial arts, therefore, has general values that apply to all levels, and is a continuous programme; these values are progressively intensive and are cumulative in their effect as the pupil advances in maturity. Through such a programme the pupil:

1. Gains knowledge of the changes made in materials to meet the needs of society, of tools and industrial processes used to effect these changes, of the constant adaptation of materials, tools, and processes to meet changing needs and conditions, and on industrial workers and working conditions.
2. Grows in appreciation of the value of information regarding occupations as a background for a wise choice of a career, of the importance in modern life of tools and industrial processes, of the artistry of the designers and the skill of the artisan, and of the dignity of productive labour.
3. Increases in ability to plan constructive projects, to select and use sources of industrial and related information, to handle tools and materials, to express with materials his individual interest, to use effectively his recreational time, to work and share as a member of the group and to evaluate work and its products.

4. Develops attitudes of concern for safety practices, of consideration for workers in all fields, of regard for cooperation among the members of a group, and of respect for property." *

V. Place of Crafts in School Curriculum

What is said about industrial arts is true to a great extent of crafts in education. The practice of crafts has a special significance in the modern world as a means of transforming our social environment by forming aesthetic taste, relating the creative urge of the child to the material world, making knowledge concrete and practical, building up character and sensibility. The use of tools in the craft work and the manipulation of raw-materials help children in acquiring a sense of responsibility, economy and precision and what is more important, a sense of selection and choice of materials as well as the habit of necessary for mature understanding and appreciation. The process of education implies that every child would be helped to understand and inter-act with persons and things in his environment. Part of the importance of craft lies in its concern with the relationship of man to things. It thus fills a unique place in the school curriculum.

H. Hon. R. A. Butler in his address to the College of Handicrafts in April, 1937 asked this significant question: "What are the virtues of handicraft as a general subject in the curriculum?" In his attempt to answer this question he pointed out that the practice of handicraft leads to three kinds of training. "There is in the first place the training which comes from the discipline of exact work in a defined medium. A pupil has to use intractable materials, to accustom himself to adjusting his methods and demands to the limits set by the nature of his material. He has to learn the correct use of tools and to appreciate the value of accuracy and exactness. Many subjects of study are commended as disciplines. Handicraft, too, is a discipline, with its own requirements and its own lessons.

"The second field of training lies in the development of physical capacities. I am told that the hand centres in the brain have their most active period of development from the fourth to the fifteenth year and that the training boys and girls receive in these years has a most important effect on the degree of their manual efficiency afterwards. I am sure that we must not underestimate the importance of training which helps develop to a fine point of physical control and coordination. The other kind of training which I have in mind is that in taste. Handicraft can make pupils alive to the essentials of good design and can play an important part in the development of good taste.

* Industrial Arts, Its Interpretation in American Schools, p. 1, Bulletin, 1934, No. 24. Washington: Govt. Printing Office, 1934.

"These three kinds of training handicraft can give to any boy. I do not think that they represent by any means the limits of its value as a school subject. Quite apart from the skills actually acquired, handicraft can, I think, when taught with an appreciation of the potentialities, be a most useful medium of general mental training."

VI. Significance of Crafts in Education

Crafts have acquired great importance in educational programmes during recent times. Though crafts have been practised since the beginning of human existence, their value for the child's education was recognised contemporaneously with the development of modern psychology. It is being increasingly realised that crafts provide suitable media for the child to develop self-expression, discipline, as well as familiarity with raw-materials, tools and social realities.

Several studies have made statements intended to establish the contribution that craft and other productive work (manual work) makes towards the development of human brain. The observations of the psychologist Courtonne, for example, are worth noting in this respect. "The relatively higher development of the brain depends upon establishing connections between the motor and sensory centres, the practice of manual work aiding so effectively in developing these highly specialised complex centres that it leads finally to brilliant intelligence and a well-balanced mind. Progressive manual work for children from four to fifteen is thus not time lost but constitutes, on the contrary, the true and only procedure for normal development, since it opens up indeed the only road which Nature herself attempts to lead the child."

The teaching of crafts gained importance because of the realisation of the need of "training the senses". "Until we are prepared to encourage the development of the senses as much as we now do the intellect, the mental activity of imagination as much as we now do memory.... until then, our talk of educating the whole man is eye-wash." (Robertson, J.K. Creative crafts in education. London: Routledge & Kegan Paul, 1935). Courtonne gives the child opportunities to develop his other sense organs as a result of which he gains rich experience. Gandhi explaining his scheme of education through crafts said, "My point is not that the start should be made with crafts and the rest should come in as auxiliaries. On the contrary, I have said that the whole of general education should come through the crafts and simultaneously with their progress progress."

"Robertson, J.K. Creative crafts in education. London: Routledge and Kegan Paul, 1935.

Various claims have been made with regard to the place of crafts in education. Some of these claims may tend to appear rather extravagant leading to an overstatement & not supported by actual practice. However, the report of the International Bureau of Education on the teaching of handicrafts mentions that "in every country replying to the inquiry, the aim of handicrafts may be given in terms of their educational value. The subject is considered an essential part in the forming of character and the education of the will. It demands attention, concentration, perseverance, accuracy and method, and creates habits of orderliness, neatness, precision and foresight." (The teaching of handicrafts in European schools, 1927, p. 10). In addition, the report argues that handicrafts are introduced for development of personality, team spirit, respect for manual work, awareness of beauty, satisfaction of creative urges.

In one of the latest reviews of the educational situation in U.S.S.R. a Soviet educationist while pointing out the spots where improvement is needed has remarked "In classes 1 to 7 the time allocated for practical work and agriculture must be increased." On the basis of the reports received from various schools and teachers, the same author observes, "The participation of the pupils in productive work whether in industry or agriculture, has a tremendous effect on their attitude towards discipline and stimulates interest in the study." Gandhi observed, "literacy itself is not education. I would, therefore, begin the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training."

It would be possible to continue, almost indefinitely, evidence for the importance of crafts in education. In fact, in basic education, crafts, as recognized by the Government, occupies a central place in the system of education and using crafts as a basis of acquiring knowledge. "Let us now cry a halt and concentrate on educating the child properly through manual work, not as a side activity, but as the prime means of intellectual training", said Mahatma Gandhi. His famous declaration: "My plan to impart primary education through the medium of village handicrafts like spinning and carding, etc., is thus conceived as the most far-reaching consequences", indicates the importance to him of the experiment. The essence of basic education can be summarized in the words of Mahatma Gandhi: "It means a new educational technique whose progressive self-reliance in all respect of a healthy and balanced life - economic, physical, social, moral and cultural - forms the medium of education; and the necessary introduction of subjects, matters, etc., in the form of a supplement to the main work." (The Education of the Indian People, 1920, p. 10). In the same work, he further says, "The aim of basic education is to make the child self-reliant in all respects of a healthy and balanced life - economic, physical, social, moral and cultural - and to make him a citizen of the world." (The Education of the Indian People, 1920, p. 10). The book is published by the National Book Trust, India, New Delhi.

The use of craft in productive work as the medium of education is being increasingly recognized and stressed in other countries also. The report of the International Bureau of Education has indicated that crafts "are highly valued as a means of presenting the content of other subjects in a concrete form". A circular of Argentinian Ministry of Education stresses the importance of craft as "an instrument of illustration and demonstration of all subjects" is quite interesting. The following quotation from this report publication indicates the degree to which the importance of crafts and productive work is being realized. "How far should practical work, and the information subjects too, for that matter, be treated as a vehicle for teaching the basic tool subjects? But there is no reason at all why they should not accept the importance of the approach to these skills through their practical subjects, and having accepted it, be on the watch to use every opportunity for making it effective. Now the craft becomes the focus and the material is related to it".

The significant value of crafts in education is borne out by the facts revealed by the Geneva Report of 1958 (See Appendix III). From the data collected from 40 countries the following facts were revealed about the crafts taught in secondary schools.

Wood Craft: This has been included in the curriculum of 75% of the countries.

Local work: 68% of the countries teach it.

Bookbinding: 33% of the countries teach it.

Textiles: 25% of the countries teach it.

Leather work: 10% of the countries teach it.

Weaving: This is generally a craft for girls. 20% of the countries follow the craft.

Needle work: This is followed in girls schools and 70% of the countries teach it.

Domestic Science: This craft is meant for girls and 40% of the countries teach it.

Miscellaneous: In addition to the above mentioned crafts many other crafts are taught in different countries e.g. stencilling, lime-cutting, pottery, basketry, cooking, food preservation, use of plaster and cement. Some countries also teach electricity, home science, physics and chemistry. In some countries, the teaching of physics and chemistry is done through the medium of handicrafts.

VII. Difficulties in the Mention of Crafts in Schools

Even though the vital importance of craft in the process of education has been generally recognized, there have been various difficulties in the way of adopting its teaching in the school system.

- 1) One of the most obvious difficulties is the belief among a section of our ~~people~~ that manual work should be altogether avoided in the schools. This belief is based on an attitude toward life that has its roots in the Greek conception of life and happiness. The Greeks felt that all handicrafts as such were the work of slaves. A true citizen, according to Greek conception, "must not lead the life of mechanics or tradesman, for such life is ignoble and inimical to virtue". Toil robs a man of leisure that is indispensable "to the development of virtue and the performance of political duties". The compatibility of a life of toil and hardship with the highest satisfaction and perfection was unthinkable to the Greek.
- 11) This sort of belief led to another difficulty, that of associating practical work with trade or vocation. This led to what may be described as a "look-up approach" in the education of children. The "look-up approach" was considered to be incompatible with trade or vocation. The emphasis on manual work in crafts has led to the erroneous belief that training of the mind is quite different from manual or manipulative dexterity or training of the hand or hand-and-eye.
- 111) Further a question arose as to why craft should at all be taught in an age of machine civilization? In an answer to this question Miss Beatrix Mairi Robertson^{*} has pointed out at length that there is no essential antagonism between the acceptance of the machine age and acceptance of craftsmanship. She dwells at length on three fundamental reasons which may be reproduced in her own words as under:

"It is from no romantic retrogressive attitude that I say I believe we need craftsmanship in this 'machine age'. I say we need it for three reasons:

* Beatrix M. Robertson. "Craftsmanship in the 'Machine Age'". (Poulton & Kegan Paul, 1911, p. 11.)

Beatrix M. Robertson. "Craft and Contemporary Culture". (W. W. Norton, 1913.)

1. We need the occasional devoted artist-craftsman giving up his whole life to work at his craft, because craftsmanship embodies certain values and a depth of direct understanding of materials possible only to those who spend most of their lives pursuing and exploring that relationship. Just as we need pure scientists, musicians, poets, writers, we need pure craftsmen, so that the points of certain aspects of our culture can feel their way further, and that those of us who spend our lives in other ways can ultimately benefit by the illumination of their experience and delight in their productions.
2. We need craftsmanship because these very machines are now, in the occidental world, reducing the hours of work so drastically that the problem is how to spend the resulting leisure time. Unless people are to be left at the mercy of passive forms of entertainment they must be helped to recreate themselves through some form of recreation. In the present "industrial counter-revolution" and the raising demand for craft classes and "do-it-yourself" projects to satisfy, craft offers this satisfaction at whatever level any person is capable of achieving, because it is a fundamental activity rooted in man's nature.
3. We need craftsmanship in education, in a machine age as such, if not more, than any other, because it is a fundamental mode of expression, through which the child explores, understands the qualities of, and comes to terms with the world in which he lives. Craft develops necessary qualities through this relationship with the material, leading the youngster not only to self-expression but to an understanding of the 'otherness' of the physical world, which he must honour if he is to create in its substance. In addition craft embraces much of that other side of education, the induction of a human being into his culture, for the craftsman is not in books but first hand in the making of things, so many of the values of our culture are in the buildings, the objects, the treasures handed on. And each generation must make explicit its own values in its temporary forms."

(iv) Finally the progress of handicraft teaching has been, on the whole, slow because of its expensiveness. In India, especially, the financial implications of craft teaching with its demands on raw-materials, equipment, tools, workshop facilities and specially trained teachers - has led to unusually slow progress of Basic education. The hope, that craft teaching could be largely self-supporting through the sale of craft products, has not materialized and officially it has been abandoned.

(v) There are also plenty of other administrative problems like lack of well-qualified and suitable craft-supervisors or inspectors, lack of adequate administrative machinery to deal with problems of supply of adequate materials and tools, arrangements for repairs and replacements, records for keeping accounts for craft work, evaluation and assessment procedures for craft work and refresher training for craft teachers.

A HISTORICAL VIEW OF CRAFT EDUCATION IN INDIA

I. In Ancient India

Handicrafts are one symbolic expression of India's great traditions and cultural heritage. Many instances of Sanskrit, Buddhist and Jain literature contain references to the 64 Kalas which pertain to ancient art and crafts in the traditional sense of the word. The Jatakas were the first to differentiate between religious and literary works, such as the Vedas or the Humanities, and the Shilpas proper which indicated a craft or vocation based on practical skill. One Jataka actually mentions 18 crafts organized into guilds, some of which are those of "masons, blacksmiths, carpenters, painters, men skilled in all arts and crafts." *

The practice of arts and crafts seems to have acquired such proportions that Kautilya in his Arthashastra refers to the various departments of industry, craft or trade. This organisational perfection shows to a great extent the scope and importance of arts and crafts during the time of Chandragupta Maurya (322-298 B.C.). During the Vedic society, agriculture and carpentry were highly honoured and the extraordinary skill in manual crafts was deified. It was much later that the great superiority of Brahmins and Kshatriyas was proclaimed and those who followed manual crafts and handicrafts came to be held in low esteem. In ancient times, training in arts and crafts was imparted by a rigorous system of apprenticeship. Altakar describes the apprentice as being required to live in his teacher's house for all the 24 hours. "This way to ensure a thorough acquaintance with and grounding in the different processes of the craft that could be picked up only by an intimate and prolonged contact with the various stages of the manufacturing processes. Students were also trained to make their own tools in order to ensure perfect mastery of the profession".

All of this shows that craft education in ancient India represented separate vocational or professional training and was not an integral part of general education. The indigenous school, which flourished until about the beginning of the 19th century, did not make any provision for the learning of craft. Thus the practice of ancient arts and crafts came

1. D. D. Kosambi "Ancient Indian Education" Chapter XI, pp. 345-366.

2. S. P. Dasg, "The Educational System of the Ancient Hindus", pp. 10-11.

3. A. I. Altakar. "The History of Ancient India." Chapter VII, especially pp. 179-206.

to be limited to a few families of artisans and craftsmen who formed themselves into special caste, based on the practice of a craft or industry. A phenomenon of a highly skilled craftsman being illiterate and uneducated became common. Learning and efficiency of craft was restricted to families where the skill was handed from father to son, which led to the development of four Varnas or functional groups. In a way it did not become part of general education.

II. Beginning of Modern Education in the 19th Century

From 1823 the British Government began to lay the foundation of the modern system of education in India and this gradually displaced the indigenous schools. In the beginning the modern system of education did not differentiate stages like primary, secondary and university. Instead, all schools were divided into two groups - vernacular and English - on the basis of the medium of instruction they used. The objective of both types of schools was the same - the spread of Western science and literature. In the curricula of these schools there was no place for craft work.

Wood's Education Despatch, which marks an important landmark in the annals of the history of education in India, recommended establishment of the different types of institutions. It also set out clearly their aims and scope. The scope of primary education was defined as consisting of whatever knowledge including reading, writing and simple arithmetic and rules of land measurement, which enable each man to look after his own rights. Development in primary education that took place in consequence of recommendations in the Despatch were surveyed in the report of the Indian Education Commission of 1882. According to this Report there was uniformity among the various Provinces in the teaching of the three R's. In Bombay however, the curriculum for the upper primary schools included inter alia the following optional subjects:

- (i) Elementary drawing;
- (ii) Field instruction in agriculture;
- (iii) Printing, carpentry, joinery, smithy, etc.

It has not been mentioned in the report of the Commission as to how far the optional subjects at (ii) and (iii) above were popular and what arrangements existed for their teaching.

The Wood's Despatch also recommended establishment of secondary schools, the purpose of which was to convey to the great mass of the people useful and practical knowledge suited to every station in life. It is clear that the Despatch contemplated provision of vocational or pre-vocational instruction at the secondary stage. But unfortunately nothing was done about this recommendation.

Reviewing the standards in secondary schools in 1882, the report of the Indian Education Commission states "on a comparative review of the course of study in the secondary schools or departments through out British India, it may be

generally stated that from the time of his entrance upon the secondary stage, a scholar receives instruction in the following subjects: "English, the vernacular, arithmetic, geography & History". The accounts of the courses of study for the middle schools and the matriculation examinations of the different Universities given in the Report make no mention of craft work or practical bias in the curricula of these schools.

III. Early Experiments in Manual Training

That the Indian Education Commission was not impressed by the need for introduction of craft work in the primary schools is conspicuous by the absence of any reference to this subject in their recommendations on primary education.

As regards secondary education, the Commission had made one very valuable recommendation that "in the upper classes of the high schools there be two divisions, one leading to entrance examination of the Universities, the other of a more practical character, intended to fit youths for commercial or non-literary pursuits." The Commission did not advocate the character of the other division of a more practical character and it was left to the departments in the provinces to decide it.

Notwithstanding the absence of any recommendation for introduction of craft in the primary and the middle schools in the report of the Indian Education Commission, the need for manual work of some kind in these schools was soon realised. Manual training based upon the Lloyd system was introduced as a compulsory subject in the curriculum of the upper primary examination instituted in the Central Provinces in the year 1890-1891. The object of the system was, by a series of simple exercises in wood work, clay modelling, cardboard modelling and paper work, to train the faculties to accuracy, dexterity and a sense of proportions, to divert the mind from words to things, to dignify labour and thereby, possibly, to destroy that contempt for manual work which is so common among Indian middle and upper classes and which paralyses all efforts to give education a more practical bent. The system of manual training was unpopular, however, mainly because its object was misunderstood. Enforcing the requirements threatened to reduce the attendance in primary and middle schools with the result that manual training was transferred to the list of optional subjects shortly after the end of 1891.

An attempt was also made in the Madras Province to introduce manual training in the school curriculum. An extract on this subject appears in "Progress of Education in India, 1892-93 to 1896-97 - Third (quinquennial) Review", and is reproduced below:

"Every opportunity is taken to impress upon heads of institutions the paramount importance of Manual training. But it is difficult to get managers of schools and parents of pupils to realise the purpose which it is intended and fitted to serve in the

school curriculum. They look upon the time devoted to this subject as so much deducted from the time which belongs to ordinary book-subjects, and therefore as a hindrance to a boy's chance of gaining one or other of the public examinations, success in which is regarded as of more importance than the education which leads up to them. But, I have shown that both the quantity and the quality of ordinary school work are improved: the training of the hand, the eye, and the intelligence, and the general arousing of the mental and bodily energies having a most beneficial effect on the whole of the work of the school. Comparing the state of things at the end of our journey with what it was at the beginning, it may appear that instead of progress there has been retrogression, there being fewer elementary classes attached to institutions for general education than there were five years ago. But it is surely preferable if, during those five years, we have been able to fit ourselves of some of the aboriginal nations at first entertained as to the aims and methods of manual training as a part of the school curriculum and as to the qualifications needed in those who undertake to impart instruction. This, I think, we have done, in part at least. It is no longer supposed that manual training can take its proper place in line with the ordinary subjects of the curriculum, and it will be years before the services of teachers specially trained for the charge of such classes can be obtained in sufficient numbers."

Besides these attempts at introduction of manual work in the schools, efforts were also made to give a practical bias to the curriculum in the primary and secondary schools. The practical bias, however, comprised mostly of modern subjects such as geography, drawing, science and sanitation and did not include subjects involving physical activity and productive work. The nature of the practical bias was distinct from that of craft work today. For example the practical subjects for the fourth standard in primary schools in Madras included object lessons or elementary science, free hand drawing, needle work (for girls in native schools), geography, history of India, Agriculture (for boys only), Mensuration (for boys only) and hygiene and elementary sanitary science. As regards Bengal, the Third Quinquennial Review on Progress of Education in India, 1892-93 to 1896-97 reports:

"The course for primary schools is also of a practical character. Agriculture as well as physics is prescribed for the upper examination; and instruction in sanitation is compulsory in all primary schools, both of the upper and lower grade. Besides these, mensuration according to Indian methods of calculation and keeping accounts; and in the language textbook or Reader, some information about agriculture and the nature of man is sought to be conveyed." It is not possible to tell how many pupils in agriculture or sanitation at the end of the examination, as the figures are not provided for each subject."

Similar attempts made in other provinces were also reported in the biennial Reviews.

By 1901-1902 alternative examinations at the secondary stage had been instituted by the Governments of Madras and Bengal and also by the Universities of Allahabad, Bombay and Punjab. The alternative examination in Madras included a comprehensive list of optional subjects such as mensuration, hydrostatic and hydraulic engineering, building materials and construction, surveying and levelling, mechanical drawing, bridge-making, agriculture, modelling, botany, general biology, drawing, hygiene, inorganic chemistry, wood and copper-plate engraving and etching, banking and political economy etc.

For the school Final examination of the Allahabad University, the candidates had to study English, Geography, History, Mathematics and a Modern Indian language as compulsory subjects and any two of the following subjects:

1. Drawing;
2. Elementary Physics and Chemistry;
3. Agriculture and surveying;
4. Book keeping;
5. Political economy.

In 1901-1902 about 2000 candidates appeared for the alternative examination (out of which 1200 belonged to Bombay where many candidates took both the examinations) as against 23000 candidates who appeared for the matriculation examination. It is, therefore, evident that the alternative courses had not become popular.

IV. Attempts at Improvement of Curriculum in Primary and Secondary Schools

With the initiative from Lord Curzon, at the beginning of the 20th Century, emphasis came to be laid on the qualitative improvement of education. Among the various reforms suggested by him, was the provision of vocational courses at the secondary stage and the holding of an alternative examination to the Matriculation. The Government of India Resolution on Educational Policy (1904) stated:

"The first call for fresh effort is now towards the development of India industries, and specially of those in which native capital may be invested. Technical instruction directed to this subject must rest upon the basis of preliminary general education of a simple and practical kind, which should be clearly distinguished from the special teaching; that is to be based upon it, and should, as a rule, be imparted in schools of ordinary type."

As regards the primary schools, Lord Curzon emphasised curriculum enrichment and urged that agriculture be introduced as a subject, particularly in rural schools.

According to 'Progress of Education in India, 1902-1907, Fifth Biannual Review', the attitude of teaching of manual work for older boys in the primary schools in the various provinces was as follows:

Kerala - Recommended as an adjunct to all subjects.

Bombay - Optional, as alternative to object lessons in science.

Bengal &
East Bengal - Optional

United Provinces - Not taught

Punjab - Not taught

Assam - Not taught

C.P. and Berar - (Urban - optional
(Rural - Not taught)

In the middle vernacular schools, according to this review, manual training was compulsory in the United Provinces and was optional in Bengal and Central Provinces. It was also an optional subject for the school final examination in the Province of Bombay. No data evaluating the quality of work and the arrangements made for the teaching of manual work in the schools is available.

The biannual reviews on Progress of Education in India, for the period 1907-1909 do not give information about the status of manual work which is inadequate for any conclusions. Absence of emphasis on this subject in these reports should not, however, lead to the inference that it was not regarded as of much importance.

In spite of Curzon's emphasis on improvement of school curricula, not much was achieved in the years following him. No measures were taken for giving a practical bias to the secondary school curriculum with the purpose of introducing vocational or semi-vocational courses at this stage. The administration apparently believed that the alternative examination would meet all the needs of the situation. Analysing the causes of this situation as it existed in 1921, Syed Nurullah and J.P. Malik have stated as follows.

"..... it must be admitted that there was no keen demand from the public for the introduction of vocational courses and that the attempts made at introducing them often became unpopular. This was due to several causes among which the following may be mentioned:-

"(1) 'Until very late in this period, the problem of educated unemployment had not become serious. It was still possible for a person with a knowledge of English to get some employment either under Government or in private schools or trade. In other words, a knowledge of English led to employment and was, therefore, still equivalent to vocational training; and so long as this situation did not alter, real vocational training did not have much chance of becoming popular."

"(2) 'The pupils of the upper secondary standards came mostly from the middle classes (from the economic standpoint) who were accustomed for centuries to 'live by intellectual' work rather than by manual labour. It was not surprising that these pupils did not take kindly to manual work or vocational training."

"(3) 'Lastly, the lack of provision of hand-work, etc., at the primary and lower secondary stage proved to be another obstacle to the introduction of vocational courses at the upper secondary stage. Children who were brought up in an entirely bookish curriculum could not naturally be expected to take very kindly to manual work in the tenth year of study. What was really needed was a good deal of doing element in the school course right from its very beginning."

So far we have been discussing mostly the attempts made to introduce manual work or vocational courses in the schools for general education. There had, however, come into existence a number of institutions called craft schools or trade schools designed to train students in specific vocations in order to meet the needs of the various industries. According to Education in India 1902-1907, Fifth Quinquennial Review the position of these schools as it obtained at that time was as follows:

"These schools are not widely spread in India, nor is there at present much indication of a demand for them among the artisan population. The Indian craftsman ordinarily learns his trade not at a school but by apprenticeship at the craft itself, and those who establish schools which are intended as a substitute for apprenticeship must depend upon being able to prove to the public that they can give a better training in that particular craft than is to be obtained in the workshop. Upon examination of the existing schools of this kind, some are found to be aiming not so much at the improvement of an industry as at providing a course of training for boys and girls who would not otherwise be able to learn a trade in the ordinary way by apprenticeship. To this class belong the industrial orphanages, which fulfil a charitable and laudable purpose by teaching a trade to children who have no other means of being placed out in the world."

The question of craft and industrial schools there-
fore rightly invited the attention of Lord Curzon's Govern-
ment. "Industrial" schools in India were lacking in defi-
niteness both of method and object, that there had been no
clear differentiation between general and technical studies,
that they were not organized upon any sustained policy,
that they were not coordinated with local indus-
tries and trade. The impression they had produced
upon industrial education and development had been relatively
small. Lord Curzon's government took active steps to remedy
this state of affairs. In the first place, they constituted
a committee immediately after the Simla Conference of 1901,
which held conferences with local authorities in the provinces.
The main recommendation of that committee was the organization
of an apprenticeship system under which the master artisans would
ply their trades on the school premises. This was not
accepted by the Government of India, who, in a resolution dated
the 4th of January, 1904, proposed whole time schools at
industrial centres for those who had reached a certain stan-
dard of general education, and for the encouragement of
local handicrafts half-time industrial primary schools the
course in which should be designed with special reference
to the accuracy of workmanship and familiarising the
pupils with the best designs and processes applicable to
their hereditary calling."*

Subsequent Governmental Reviews report gradual in-
crease in the number of schools of these types. The variation
in the standards of training, resulted in overlapping, on the
one hand, with schools of general education, and on the
other, with technical schools. Frequently individual insti-
tutions offered courses in widely different subjects of
varying standards and degrees of value. Variations in ter-
minology used for these schools in the different provinces,
makes it difficult to give an account of their progress.

The rising tide of rationalism, intensification of the
freedom movement and the spread of Swadeshi movement in the
early twenties, led many national leaders to criticize the
existing system of education and to demand radical changes
in it. One of the changes demanded was an increased empha-
sis on the practical and vocational aspect of education.
As Lala Lajpat Rai wrote "..... the first aim of all publi-
cally imparted education in India should be to increase the
productive capacity of its citizens." On 15th June, 1921,
Gandhiji also wrote as follows in Young India:

"There is something radically wrong, specially for
a nation so poor as ours, when parents have to
support so many grown up children, and give them
a highly expensive education without the children
giving any immediate return. I can see nothing
wrong in the children, from the very threshold of
their education, paying for it in work. The sim-
plest handicraft suitable for all, required for the
whole of India, is undoubtedly spinning - placed at
the previous processes. If we introduced this in
our educational institutions, we could fulfil three
purposes, make education self-sufficient, to an ex-

Spinning was introduced in the national schools that came to be established in 1931-32 as a result of the non-cooperative movement. According to 'Progress of Education in India, 1917-22, Eighth Biannual Review', there were in 1931-32, ... 343 national institutions with ... 9682 scholars. The national institutions did not, however, last for long. The number of institutions was ...

In the twenties the question of giving vocational
high school education again engaged the attention of the govern-
ment and attempts were revived to do something in this
direction.

In Bengal the conference of Education Officers held in 1925 recommended that "while vocational training might more properly be given in special institutions after the school course, some subjects which trained the hand and the eye and give scope for the creative joy of the artist should be introduced into the schools.

It had been reported in the 'Education in India, 1922-27 - Quinquennial Review' that "In the United Provinces the whole position regarding vocational instruction in schools for general education was reviewed by a committee and it was decided that the demand for vocational instruction could best be met by the institution of special schools. The Committee, however, recommended the development of manual instruction in secondary schools on account of its general educative value. In 1927, 1928, work was introduced as a compulsory manual training subject in middle vernacular schools and by the end of the quinquennium, classes had been started and special manual training blocks constructed to provide the accommodation in 15 District Board Schools. It has also been reported that in this Quinquennial Review that in 1928 regular manual training classes had been provided in only 3 Government high schools, but hand-work of some kind is taught in the lower classes of all the secondary schools in the Province."

"In this Review the D.P.I. Madras is also reported to have stated "It must certainly be claimed that the experiments of introducing practical work into secondary schools has, on the whole, been successful. The general education of the pupils has not suffered but has rather been assisted by developing to the full all the faculties of the pupils. The aim of practical instruction as being educational and not vocational has been steadily kept in view and the various forms of handicraft have helped to develop accurate observation and the power of concentration in pupils, to create aesthetic taste and to arouse an interest in manual work in arts & crafts among the rising generation during the most receptive period." In Madras in 1927, 64 schools or centres with an attendance of nearly 13,000 pupils were providing instruction in some kind of manual work including wood work, carpentry, metal work, agriculture, tailoring, engineering, book binding, spinning, book binding, dyeing, pottery making, painting, printing, leather work, paper work, weaving, gold work and jewellery."

"It has been stated in 'Education in India 1922-27 - Fifth quinquennial Review' that "the most noteworthy features in the alterations in the curriculum during the quinquennium have been the extended adoption of vocational and manual instruction in secondary schools".

The question of introducing manual work and pre-vocational courses also came up before the Harton Committee in 1926. This Committee observed:

"It is true that in almost all provinces attempts have been made in recent years to introduce practical pre-vocational instruction in the ordinary schools; but it is evident that there has been as yet no clear appreciation of the aim of such instruction, and its proper relationship to the ordinary school course. In some provinces it is regarded merely as a form of manual instruction which is helpful as part of general education of pupils; it is to be welcomed as such. In other provinces, although the instruction is definitely intended to be pre-vocational, it is imparted in the higher classes of secondary schools to pupils who, in the majority of cases are striving to qualify for admission into the colleges and have no intention whatever of making use of the instruction as a preliminary to technical training. Only in a few cases in this instruction is imparted in such a manner and at such a stage of school course that pupils are definitely encouraged, after receiving a suitable measure of general education, to leave school in order to take up some practical occupation or to receive technical instruction in a special institution. The uncertainty of aim and thought has been accentuated by the fact that in most provinces, the industrial schools are controlled by a separate Department of Industries and, in some cases, by a Minister other than the Minister of Education, and therefore that they tend to be regarded almost as rivals to the ordinary schools".

Among other things, the Committee had recommended:

- i) The retention in the middle vernacular schools of none of the boys intended for rural pursuits, accompanied by the introduction of a more diversified curriculum in these schools;
- ii) The diversion of none of the boys to industrial and commercial careers at the end of the middle stage, for which provision should be made by alternative courses in that stage, preparatory to special instruction in technical and industrial schools.

The Central Advisory Board of Education in their first meeting held in 1935 considered this question and

recommended that at the lower secondary stage some form of manual training should be provided which would aim at the development of practical attitude and be made compulsory."

"The Progress of Education, 1932-37, Eleventh Yearly General Review contains reports of the progress achieved till then in this direction in the various provinces. These reports show that very little was achieved in the field of industrial work in the schools. The course of manual training included carpentry, smithy, spinning and weaving, book-binding and cr (hand) work, horticulture, gardening and agriculture etc.

It will be seen that the period from 1932 to 1937 witnessed a number of experiments in introduction of manual work in the schools in the various provinces. However, these attempts were sporadic and no programme of manual work as an integral part of general education was adopted for the country as a whole.

V. Basic Education and Revised Methods on National Education

The year 1937 was a year of significance in the history of education in India. In this year Mahatma Gandhi started writing very emphatically about education. He suggested that for education to be sound in principle it must be imparted through some craft or productive work which should provide the nucleus for all other school instruction. In October 1937 the National Education Conference which met at London under the Chairmanship of Gandhiji inter-alia recommended that "the process of education should centre round some form of manual and productive work and that all the other abilities to be developed or training to be given should as far as possible be integrally related to the central handicraft; all work with due regard to the environment of the child," and that "this system of education will be gradually able to cover the remuneration of the teachers." In December 1937 then appointed a committee under the chairmanship of Shri Zakir Hussain which submitted their report in 1938 containing a scheme of Basic education.

Also in June 1937 A. Abbott and S.H. Wood submitted their report on Vocational Education in India. This Report recommended inclusion of manual work in the curriculum of the primary, middle and secondary schools. In the words of this report, "Manual activities find a place in the curriculum not because the pupils or some of them will earn a living by manual labour, but because satisfaction of the desire to make or create is necessary to balanced development. It is indeed often the key to a boy's serenity."

The scheme of Basic education (also called the Wardha Scheme) recommended by the Zakir Hussain Committee envisaged that the learning of the child should be correlated with a productive activity (that is, craft work), as well as with the physical and social environments of the child. The reasons for the introduction of craft work in the curriculum

of the schools as stated in the report of the Committee are as follows:

- a. Modern educational thought is practically unanimous in commanding the idea of educating children through some suitable form of productive work. This method is considered to be the most effective approach to the problem of providing an integral all-sided education;
- b. Psychologically it is desirable because it relieves the child from the tyranny of a purely academic and theoretical instruction against which its active nature is always making a healthy protest. It balances the intellectual and practical elements of experience and may be made an instrument of educating the body and the mind in coordination.
- c. Socially considered the introduction of such practical productive work in education to be participated in by all the children of the nation will tend to break down the existing barriers of prejudice between manual and intellectual workers, harmful alike for both.
- d. Economically considered, carried out intelligently, actually and efficiently, the scheme will increase the productive capacity of our workers and will also enable them to utilise their leisure advantageously.
- e. From the strictly educational point of view greater concreteness and reality can be given to the knowledge acquired by children by making some significant craft the basis of education.

As regards the attainment to be achieved in craft it was recommended by the committee that "such reasonable skill should be attained in handicrafts chosen as would enable the pupils to pursue it as an occupation after finishing his full course." The committee further recommended that the following ~~may be chosen as basic crafts~~ in various schools; -- *basic crafts in the various schools may be chosen from among the following crafts:*

- a. Spinning and weaving;
- b. Carpentry;
- c. Agriculture;
- d. Fruit and vegetable gardening;
- e. Leather work;
- f. Any other craft for which local and geographical conditions are favourable and which satisfies the conditions mentioned in the report.

also
The Committee ~~farther~~ recommended reorganisation of the training of teachers. ~~Their recommendation included among others, the provision of training in craft work to the teachers.~~ One of the recommendations in this respect suggested giving training in craft work to the teachers.

In 1938 the Central Advisory Board of Education appointed two committees under the chairmanship of Shri B.G. Kher to examine the scheme of educational reconstruction incorporated in the Wardha Scheme in the light of the Wood Abbott Report on General and Vocational Education. The Kher Committee expressed the opinion that the Wardha Scheme was in full agreement with the recommendations made in the Wood Abbott Report so far as the principle of learning by doing was concerned. This activity should be of many kinds in the lower classes and later should lead to a basic craft, the produce from which should be saleable and the proceeds applied to the upkeep of the school.

Work on Basic Education was started in 1938 and 1939 in Bihar, Bombay, Central Provinces, Madras, Orissa, U.P. and Delhi. But with the outbreak of the Second World War in 1939, this programme received a great setback and ~~the~~ much progress could ^{not} be made.

In 1944 the Report of the Central Advisory Board of Education on Post War Educational Development in India was published. The Board recommended adoption of Basic education as the pattern of education at the primary and middle stages. The Board however was unable to endorse the view that education at any stage and particularly in the lowest stages could or should be expected to pay for itself, by the sale of articles produced by the pupils. The most which according to them could be expected in this regard, was that sales should cover the cost of the additional materials and equipment required for practical work.

As regards the high school stage the Report recommended establishment of two types of high schools, viz., academic high school and technical high school. In the curriculum for academic high schools agriculture was suggested as one of the subjects and in that for technical high schools, technological subjects such as wood and metal work, elementary engineering, measured drawing etc., and also agriculture were suggested.

VI. Independence and the Plans for Educational Recons. Reconstruction

A new era started with India's attainment of independence in 1947. Basic education has been accepted as the pattern of education at the elementary and schools are being gradually converted to this pattern. At the secondary stage, also efforts to introduce craft work have been intensified. These developments at the elementary and the secondary stages are dealt with separately below:

Elementary Stage

Programmes were started in the States to convert the primary and middle schools to the Basic pattern and also to establish new Basic schools. In some States crafts were introduced in the schools as a preparation step to their ultimate conversion to the Basic pattern. For example in Bombay in 1947-48 crafts were introduced in 524 schools. This number was raised to 1315 in 1948-49, to 2128 in 1949-50 and 2816 by 1954-55.

At the request of the State Governments the Ministry of Education published in 1950 a detailed syllabus for junior and senior Basic schools. In this syllabus selection of the following crafts for the Basic schools was suggested:

- i) Spinning and weaving;
- ii) Gardening leading to agriculture;
- iii) Book craft including paper and card-board work leading to wood and metal work;
- iv) Leather work;
- v) Clay work and pottery;
- vi) Fisheries;
- vii) Home craft.

In this syllabus the time to be devoted to craft work in each grade has been suggested as follows:

Grades 1-3	--	Two hours a day
Grades 4-5	--	2½ hours a day
Grades 6-8	--	3 hours a day

With the launching of the First Five-Year Plan in 1951 the programme of Basic education began to be implemented effectively in all parts of the country. During this Plan a number of schemes were put into effect by the State Governments either entirely out of their own resources or with assistance from the Government of India. These schemes envisaged among other things: (i) establishment of Basic training institutions and conversion of non-Basic training institutions to the Basic pattern; (ii) establishment of Basic schools and conversion of traditional type of schools to the Basic pattern; (iii) training of craft teachers; (iv) introduction of crafts in traditional type schools.

Towards the end of the First Five-Year Plan the Government of India appointed an Assessment Committee on Basic Education. This Committee made a detailed examination of the progress of Basic education in the country and made a number of recommendations. The Committee was of the view that the progress of Basic education, on the whole, had not been satisfactory. They reported that there was no agreement among the various State governments regarding the place of productive work in Basic schools. In some Basic training schools and Basic schools, they reported, the craft work was truncated and mutilated. At places the schools were not adequately provided with craft material and raw material. The Committee also called for improvement in craft training of teachers and recommended that, "whatever crafts are selected for Basic schools as medium of ^{of teacher} learning." They also suggested that skilled traditional ^{craftsman} should be associated with the teaching of craft ^{work} in Basic schools and Basic training schools.

later introduced in the Basic

On the recommendation of this Committee the Government of India issued a statement of the concept of Basic education in which the position of craft work in Basic schools was clarified. In the words of this statement:

"Basic education, as conceived and explained by Mahatma Gandhi, is essentially an education for life and, what is more, an education through life. It aims at creating eventually a social order free from exploitation and violence. That is why productive, creative and socially useful work in which all boys and girls may participate, irrespective of any distinction of caste or creed or class, is placed at the very centre of Basic education.

"The effective teaching of a Basic craft, thus, becomes an essential part of education at this stage, as productive work, done under proper conditions, not only makes the acquisition of such related knowledge more concrete and realistic but also adds a powerful contribution to the development of personality and character and instils respect and love for all socially useful work. It is also to be clearly understood that the sale of products of craft work may be expected to contribute towards part of the expenditure on running the school or that the products will be used by the school children for getting a mid-day meal or a school uniform or help to provide some of the school furniture and equipment."

"As there has been controversy and difference of opinion regarding the position of craft work in Basic schools, it is necessary to state clearly that the fundamental objective of Basic education is nothing less than the development of the child's total personality which will include productive efficiency as well. I order to ensure that the teaching of the Basic craft is efficient and its educative possibilities are fully realised, we must insist that the articles made should be of good quality, as good as children at that stage of their development can make them, socially useful and, if necessary, saleable. The acquisition of skills and the love for good craftsmanship have deeper educative significance than merely playing with the tools and raw materials which is usually encouraged in all good activity schools. This productive aspect should in no case be relegated to the background as has been usually the case so far, because directly as well as indirectly, efficiency in the craft practised undoubtedly contributes to the all-round development of the child; but on the other hand, never should the productive aspect be allowed to take precedence over the educational aspect. It sets up before children high standards of achievement and gives them the right kind of training in useful habits and attitudes like purposeful application, concentration, persistence and thoughtful planning. While it may not be possible to lay down specific targets for productivity at this stage, it should be the teachers' endeavour to explore its economic possibilities fully with the emphatic stipulation that this does not in any way conflict with the educational aims and objectives already defined. However it has to be stated that, in the upper classes of junior Basic schools and in the senior Basic schools, it should not be difficult

for States to lay down certain minimum targets of production in the light of carefully assessed experiences.

"In the choice of basic crafts which are to be integrated into school work, we should adopt a liberal approach and make use of such crafts as have significance from the point of view of intellectual content, provide scope for progressive development of knowledge and practical efficiency. The basic craft must be such as will fit into the natural and social environment of the school and hold within it the maximum of educational possibilities. The idea that has been wrongly created in the minds of some people that the mere introduction of a craft in a school, e.g., spinning can make it a basic school does grave injustice to the concept of basic education.

"The emphasis on productive work and crafts in basic schools should not be taken to mean that the study of books can be ignored. The basic scheme does postulate that the book is not the only or the main avenue to knowledge and culture and that, at this age, properly organised productive work can in many ways contribute more richly both to the acquisition of knowledge and the development of personality. But the value of the book, both as a source of additional systematised knowledge and of pleasure cannot be denied and a good library is an essential in basic school as in any other type of good school."

This concept of basic education has been accepted by all the State Governments.

During the Second Five-Year Plan further schemes, similar to those implemented in the First Five-Year Plan, were taken up. A scheme of orientation of primary schools towards the basic pattern was also taken up. This programme envisaged the adoption of the same syllabus in basic and non-basic primary schools and also the introduction of crafts in non-basic schools with the ultimate object of converting them to the basic pattern. All these schemes are being continued during the Third Five-Year Plan. It is estimated that in 1960-61 about 79% of primary schools and 30% of middle schools were of the basic pattern.

The National Institute of Basic Education, established by the Government of India in 1956, has been devoting part of its attention to the problem of teaching crafts in the schools. Among its various activities in this connection the Institute conducted one study of the educational potentiality of the crafts which involved a determination of the suitability of the various crafts according to specified criteria. The second study of the Institute suggested targets in spinning, weaving and wood work. The Institute has also been exploring the suitability of crafts other than the traditional crafts such as spinning, weaving, wood work and agriculture. Another series of craft studies of the Institute make detailed suggestions regarding the teaching of fibre craft, bamboo craft, doll crafts and craft work from waste materials."

Secondary Education

The Secondary Education Commission, which submitted its report in 1953, recommended that craft be made a compulsory subject in the middle schools. At the secondary stage the Commission recommended a diversification of courses which envisaged a co-curriculum for all students and seven groups of optional subjects. The co-curriculum recommended by the Commission included one craft to be chosen from the following list (which might be added to according to needs).

- a. Spinning and weaving;
- b. Wood work;
- c. Metal work;
- d. Gardening;
- e. Tailoring;
- f. Typography;
- g. Workshop practice;
- h. Sewing, needle work and embroidery;
- i. Modelling.

The optional subjects recommended by the Commission included agriculture.

In the 'Draft Syllabus for Secondary Schools' the All India Council for Secondary Education recommended the following crafts for the secondary schools:

- a. Hand spinning and weaving;
- b. Wood work;
- c. Metal work;
- d. Gardening;
- e. Tailoring;
- f. Sewing, Needle and Embroidery work;
- g. Leather work;
- h. Clay modelling and Paper Mache;
- i. Workshop practice;
- j. Printing Technology.

The above several paragraphs make it clear that during the period from 1947 efforts on an all India basis have been made to make craft work an integral and important part of education at the elementary and the secondary stages. The educative value of the craft work and its role in child development have been universally acknowledged among the educationists and the State Governments. Concrete plans for the achievement of this reform have been under implementation under the five year plans. We are still far away from the target of introducing craft work in all the schools in the country in a systematic way because of the sheer magnitude of the problem. Such a reform will take some time.

A number of steps have been taken by the government to develop handicrafts apart from their place in schools. All India Boards, such as Khadi and Village Industries Board and Handloom Board etc. have aims and activities that are largely of economic type, although training programmes are included too. These training programmes are of

Chapter- IV.

THE NATIONAL PATTERN OF EDUCATION IN INDIA

Part-A: Elementary School Level

The national pattern for elementary education in India as accepted by our State and Central Government is basic education. This means that crafts form a compulsory subject in all elementary schools run on basic pattern. At present we are in the process of orienting and converting our elementary schools towards the basic pattern. Complete conversion is likely to take some years. In the meantime it may be fruitful to know how far we have gone and what is the actual status of one of the aspects of basic education namely, craft education in the elementary schools.

Information for this section of the report is mainly derived from two sources - analysis of the syllabi prescribed in various States by the Education Departments (for the syllabi studied see appendix IV) and information received from State Departments of Education and some private non-official agencies in response to a detailed questionnaire (see questionnaire in appendix I). At this time information in response to the questionnaire has been received from only six States. Information about Maharashtra, Gujarat and Uttar Pradesh has been received from the State Departments of Education. In the case of Madras, West Bengal and Andhra the information has been supplied by various organisations in these States that are concerned with Basic education.

Duration of the elementary stage:

As is indicated in Table I below the duration of the elementary stage in the several States varies from 7 to 8 years.

<u>Table: 1</u>			
1	2	3	4
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Andhra I-VIII	Assam I-VIII	Bihar I-VII	Gujarat I-VII
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>
Jammu & Kashmir I-VIII	Kerala I-VII	Madhya Pradesh I-VIII	Madras I-VII
<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>
Maharashtra I-VII	Mysore I-VII	Orissa I-VII	Punjab I-VIII
<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>
Rajasthan I-VIII	Uttar Pradesh I-VII	West Bengal I-VIII	Delhi I-VIII
<u>17</u>	<u>18</u>		
Himachal Pradesh	Tripura		

The pattern of 8 years elementary school seems to be more widely accepted. However, in 7 of the 18 States the elementary school is of 7 years duration. In most States in which the duration of the elementary stage is 8 years this period is divided into the junior primary, extending over classes I to V, and the middle stage extending over VI to VIII. In some other States, for example, Maharashtra, Gujarat and Mysore where the education of the elementary school stage is of even years, the junior primary stage extends over classes I to IV and the middle stage covers classes V, VI and VII. The entire elementary school period covering classes I to VII is known as the primary school in these States.

Types of syllabi

Some States retain different syllabi for the basic and non basic schools. The trend seems to be towards a common syllabus with the difference that basic schools are also required to practise some organised craft work. Fewer than half of the States have now evolved integrated syllabi which are activity-oriented and which make some of the basic school activities obligatory for all schools. Of the syllabi analysed for purposes of the present study, the syllabi for the States of Bihar, Madras, Mysore, Rajasthan, Delhi and Himachal Pradesh were integrated syllabi.

Position of crafts in the elementary schools

The following table reveals for each State whether crafts are taught at different stages. If taught, whether these are compulsory or optional.

Table: 2.

State	Primary Stage		Middle Stage	
	Junior Basic	Non-Basic primary	Junior Basic	Non-Basic Middle
Andhra	C	C	C	C
Assam	C	C	C	C
Bihar	C	C	C	C
Gujarat	C	C	C	C
Jammu & Kashmir	NIL	NIL	NIL	-NIL
Kerala	C	C	C	C
Madhya Pradesh	C	C	C	C
Madras	C	C	C	C
Maharashtra	C	C	C	C
Mysore	C	NIL	C	NIL
Orissa	C	C	C	C
Punjab	C	C	C	C
Rajasthan	C	C	C	-
Uttar Pradesh	C	C	C	C
West Bengal				
Tripura	C	-	C	-
Delhi	C	-	C	-
Himachal Pradesh	C	C	C	C

compulsory. 'O' stands for optional and 'NIL' denotes that no craft work is done. '-' denotes uncertain or vague information).

A glance at table 2 indicates that craft teaching has become more or less accepted and established in the elementary schools whether basic or non-basic. In 12 out of 18 states for which information is available craft is being taught as compulsory subject in the primary classes. Only in Maharashtra is craft an optional subject in schools other than basic schools. The Mysore syllabus states that the craft work prescribed for class I of basic schools will be common to all the elementary schools. In schools other than full basic schools, and in lieu of craft work, arts and common activities will be carried on with greater emphasis. The West Bengal syllabus indicates that crafts are just being introduced in the primary classes of non basic schools. It is not indicated whether they form a compulsory or optional subject. Delhi has an integrated syllabus for basic and non basic schools but, again it is not clear whether craft is a compulsory or optional subject.

At the middle stage, craft is compulsory in basic schools. It is interesting to note, however, that the Jammu and Kashmir syllabus makes no mention of basic schools and for classes I to VIII craft as a subject has not been prescribed. It is possible that the latest information about this state is not available with us. The syllabus analysed gives no date of publication.

In the middle classes of the non basic schools craft forms a compulsory subject in nine states. Only three states mention that craft is not practised in the middle classes. About Rajasthan and Delhi it is not possible to make out whether or not craft is taught as a compulsory or optional subject in the middle classes of non basic schools.

Objectives of the teaching of craft in elementary schools:

awn The syllabi of the different states for elementary schools do not in many cases make any mention of the specific objectives for the teaching of crafts, although some syllabi include general statements on this subject. For example, the Madhya Pradesh syllabus is admittedly on the lines of the craft-centred syllabus of the Hindustani Talimi Sangh. Some other states, for example, Andhra, Gujarat, Madras, Maharashtra and West Bengal mentioned some objectives of the teaching of crafts in the elementary schools in response to our questionnaire. These objectives as mentioned in the responses to the syllabi or in the questionnaire, referred to above, are summarized in table 3 below. has in the syllabi

Table: 3.

Objectives of the teaching of craft in elementary schools

....contd:

Objectives of the teaching of craft in elementary schools:

Basic schools		Non-Basic schools	
Junior	Senior	Primary	Middle

No specific objectives of craft teaching have been mentioned except that they help the students in earning a living and in preparation for future life

1. To create vocational bias, to stimulate initiative and to foster a sense of dignity of labour.
2. To equip the pupil with such reasonable skill as to enable him to produce useful articles to meet the basic requirements for his life as well as for his school community.
3. To offer opportunities for acquiring correlated knowledge in different subjects.

To give necessary training in craft to be self-sufficient individually or collectively in the matter of fundamental needs of a human being

1. To develop More attention is paid to tidiness & finish of children and their powers of observation and creative imagination.

Same as for the basic schools.

1. To give children of these standards opportunity to practise the crafts of simple nature according to their capacity and to produce simple articles of utility

1. To give all pupils scope for self-expression.
2. To help them to carry out their ideas by means of simple arts and crafts.
3. Training in creative and

Same as for basic schools

	x			
	1	2	3	4
	2. To develop productive skills.			
	3. To provide opportunity for creative self-expression.			
Maharashtra	1. It is a medium of instruction			
	2. It trains mind and body			
	3. It develops good qualities such as cooperation, sportsmanship.			
	4. It brings all-round development of the child.			
West Bengal	1. To help in total education.			
	2. To help in creative self-expression.			
	3. To help in productive efficiency and in manipulating skills.			
	1. In senior basic schools productive aspect is stressed more than in junior basic schools.			

It will be seen from the table that the objectives of the teaching of crafts are the same for basic as well as non-basic schools. No State has mentioned separate objectives for the two types of schools. The objectives in some States especially in Kerala, and Madras and West Bengal, vary a little in the primary and middle classes of the elementary school. The information available under this head, however, seems to be inadequate for drawing any general conclusions.

It suggests, however, that by and large the objectives of teaching craft in the elementary schools are:-

- (1) To develop the finger dexterity of the children;
- (2) To develop productive skills
- (3) To provide opportunity for creative self-expression.

- (4) To develop such traits as cooperation, initiative and a sense of the dignity of labour.

Targets for Craft work

Crafts being a compulsory subject in the basic schools some targets of achievement have generally been laid in the syllabi. Since craft is not an examination subject in many of the States for non basic schools concrete targets do not seem to have been laid down in all cases. The targets of achievement that are suggested vary from state to state. Some follow the targets laid down in the syllabus of the Hindustani Talimi Sangh. Different crafts tend to have targets that differ both quantitatively and qualitatively. The National Institute of Basic Education, published in 1960 a study of the targets for craft work. Some of the observations made as a result of this study may be usefully quoted here.

The salient points emerging out of the study of syllabi may be mentioned as follows:

- (i) Targets are laid down in relation to time available for craft practice.
- (ii) The number of working days of school could be increased in the higher grades.
- (iii) The quantity targets should be based on the time devoted to craft and speed targets.
- (iv) The quality targets of spinning are in terms of count, strength and evenness. Range targets are given in (count) quality of yarn.
- (v) The targets for weaving are in terms of quantity and speed.
- (vi) The targets for wood work are indicated only in terms of articles made.

In the analysis of current practices as reported by questionnaire in the NIBE study the following points were made:

1. Spinning and weaving, wood work and agriculture are common prevalent crafts.
2. Targets in craft are proposed at three levels - States, region and School.
3. Target in craft is defined in terms of quantity, quality of production and time taken to perform certain process (speed). In a few States target is proposed in terms of money value.

4. In spinning the achievement in quantity is less than 50% of targets of all grades and it is still less for grades I and II.
5. Speed targets in takli spinning are aimed at in all grades and charkha spinning is introduced at III grade.
6. Quantitative targets in spinning are given in terms of count in all schools and count and strength in certain cases. The schools have range targets in this aspect instead of specific targets. The achievement in relation to targets is quite fair.
7. The contribution of time factor to the craft output is not evident in these schools.
8. The contribution of other factors such as pupil-teacher ratio, craft qualification of teaching personnel, the incentives in the form of display in museums, exhibitions, prize award, etc., could not be studied further.
9. The model range for number of working days is 221-230.
10. The practice of daily allotment of time is such as ¹/₂ hour half, one hour for I and II grades. One to one and a half hours for III and IV grades and one and a half ¹/₂ hour to two hours for high grades.
11. In weaving, quantitative data is indicated as sq. yards of cloth and nature of warp is shown in quality aspect.
12. In wood work, targets and achievements are stated only in quantitative terms. However, in these cases the targets do not give all the required details and hence lack in specificity.

This 1960 study recommends the following criteria to be kept in view while formulating targets for craft work:

1. The targets should be consonant with the objectives of craft in basic education.
2. The targets should keep in view the age level of pupils, there should be graded increase in the difficulty of the processes involved in crafts.
3. The targets should take into account the time factor available for craft practice, i.e., the number of school days and the time devoted daily for practice.

300 marks (400 marks for those who do not take English as an additional optional subject), in classes 6-7 are assigned for craft work. These marks are out of a total of 1,000 marks. The other syllabi are silent about the details of assessing craft work. The little information gathered from the syllabi and the information supplied by some of the States in response to our questionnaire, has been consolidated in table G given below:

Table: G Assessment in Craft work

State	Primary stage		Middle stage	
	Junior Basic schools	Non-Basic Primary schools	Senior Basic schools	Non-Basic middle schools
Andhra	I/ P R	P R	I/ T P R	
Bihar	I/ W-4% T P R	I/ W-40% T P R	I/ W-40% T P R	I/ W-40% T P R
Gujarat	I/ E W-35% T-20 marks P-40 marks R-40 marks		I/ E W-35% T-20 marks P-40 marks R-40 marks	
Madras	I/ T-20% P-80% R		I/ T-20% P-80% R	
Maharashtra	I/ E W-35% T-20% P-40% R-40%		I/ E W-35% T-20% P-40% R-40%	
Orissa	I/ W-7% T	I/ W-7% T	I/ W-7% P-30 marks R-20 marks	I/ W-7% P-30 marks R-20 marks
Uttar Pradesh	I/ W-16% T-16% P) R	I/ W-16% T-16% P) R	I/ W-16% T-16% P) R	I/ W-16% T-16% P) R

	1	2	3	4
West Bengal	I/		I/	
	W-20%		W-30%	
	T 50%		T 50%	
	P 50%		P 50%	
	R-50%		R-50%	

(Note: /denotes that craft is an examination subject.

I-denotes that internal examination is held in crafts.

E-denotes that external examination is held in crafts.

W-denotes the weightage given to craft work in the annual examination, i.e., the percentage of the total examination marks allotted to craft work.

T-denotes that examination is held in the theory of crafts.

P-denotes that examination is held in practical work in crafts.

R-denotes that records of craft work are maintained. Where some marks or percentages are written against TPR, they denote the total marks or percentage of marks allotted to each of these.)

The table shows that craft is an examination subject in elementary schools run on basic pattern. In Bihar, Orissa, and U.P., craft forms an examination subject in all the elementary schools. The reason for this in U.P. is that there are in that State only Basic schools. In all the States the examination conducted in crafts is internal examination but in Gujarat and Maharashtra the internal examination is supplemented by an external examination. About the weightage given to craft work in the annual examination, the information has not been received from Andhra and Madras. In other States, the weightage varies. The maximum weightage 40% of the total marks, is given in Bihar. The weightage in Gujarat and Maharashtra is 35%. In West Bengal 20% of the total marks are allotted to craft work in primary classes and 30% in middle classes. Comparatively small weightage, only 7% is being given in Orissa. The general pattern of assessment of craft work involves theory of craft work, practicals in craft work and the records of craft work maintained throughout the year. The weightage given to these three components in the assessment of craft work, however, varies from State to State. The maintenance of records of craft work seems to be a commonly accepted practice in all States although the records are not taken into consideration in the annual assessment of craft work in every State.

Accounts for individual States based on the analysis of the syllabi and the responses received from some States are given in appendix V.

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Part II : Secondary School Level

An attempt is made in this part of the chapter to survey the existing positions of craft education in the secondary schools. There are two sections. Section I is based upon the analysis of the syllabi of secondary schools and some information received from a questionnaire submitted to the States. The Syllabi for secondary schools relate to different types of schools such as high schools, higher secondary schools, multi-purpose schools and post-Basic schools. It was not possible to obtain the syllabi for all types of schools from each State so that in some cases inferences are based on the syllabi available in the local libraries. For some States more than one syllabus was studied. It was not possible, however, to determine the extent or the relative number of schools in which the various syllabi for a particular State were at present being followed.

The first section of the present chapter does not depict how far the syllabi and the expectations of the State Education Departments are being actually practised in the schools. Section II, however, does give an idea of the actual craft-practices as they obtain in the secondary schools of the States. This information comes from an analysis of 220 replies received from the secondary schools in different States in response to a questionnaire (the questionnaire is reproduced in appendix VI).

Section I : Analysis of Syllabi

At the secondary stage of education slightly different types of syllabi are available from high schools, higher secondary or multi-purpose high schools, technical high and higher secondary schools and post-Basic schools. The high school or matriculation stage usually consists of class IX & X preceded by the elementary (primary & middle) stages of 8 years. The higher secondary or multi-purpose schools usually have classes IX, X & XI. In Mysore, Orissa, Gujarat, Maharashtra and Madras the higher secondary or multi-purpose high school stage is comprised of classes VIII, IX, X & XI preceded by an elementary course of 7 years. It is not known as to what percentage of schools in a particular State follow the higher secondary or multi-purpose or old high school pattern. It may be useful to keep in mind, however, that the general trend is to shape the secondary education on the pattern of multi-purpose high school or higher secondary school as recommended by the Secondary Education Commission.

Status of Crafts in the Secondary Schools:

In all the higher secondary school syllabi or multi-purpose school syllabi mentioned in appendix VI, excepting that of Delhi, craft occupies a place as a compulsory subject. In addition to the compulsory craft work the optional or elective papers include a few craft subjects.

such as, an agricultural group, crafts group or a technical group dealing with engineering subjects. These can be offered by a candidate as elective papers in the diversified scheme. In the syllabi dealing with high school technical examinations mostly engineering subjects including, of course, a few craft subjects, are compulsory. The high school syllabi, with the exception of Orissa, do not give any compulsory place to craft work. Either there is no craft work at all (excepting girls' schools where home science is generally a compulsory subject) or crafts can be offered as one optional paper chosen from among five or six.

The status of crafts in the secondary schools as inferred from the syllabi and the information received from some States is summarised in table 7 below.

Table 7

Status of Crafts in the Secondary Schools

State	Type of Schools			
	Govt. schools	High schools	Private schools	Girls' schools
Andhra*	C	-	C	-
Gujarat	-	-	C	C
J. & K.	Nil	-	-	-
Kerala	-	-	C	-
Madhya Pradesh	O	O	-	-
Madras	C (8th class) O	C (8th class) O	-	C
Maharashtra	O	-	-	-
Mysore	-	C	C	-
Orissa	C	C	-	C
Punjab	-	C	-	C
Rajasthan	-	C	C	-
Uttar Pradesh	O	O	O	-
West Bengal	O	C	C	C
Delhi	O	O	-	-

* (C stands for craft as a compulsory subject; O stands for craft as an optional subject; Nil denotes that no crafts are practised; - denotes that the position is not known.)

While the table is largely self-explanatory, it might be mentioned that in the State of Madras craft forms a compulsory subject in class VIII of the high schools as well as higher secondary schools. For other classes of high schools and higher secondary schools it is an optional subject excepting for the candidates offering the academic course. In West Bengal craft work is compulsory in girls' high schools and optional in boys' high schools. In higher secondary schools it is compulsory but is taught only in class IX.

Objectives

As is clear from the above account, craft forms a core subject in the higher secondary scheme being gradually adopted in the States. The specific objectives for craft teaching have not been clearly stated in most of the syllabi. But since crafts have been incorporated and introduced in the new syllabi of the higher secondary scheme at the suggestions of the Secondary Education Commission, the objectives as given in this Report are restated below:

"We expect this (secondary) school to devote special attention to craft and productive work and thus redress the balance between theoretical and practical studies which has been upset for many, many years. It will have a lively appreciation of the basic truth that the education of a mind is essentially a process of revivifying in it the latent values contained in the goods of culture. In this process, educationally productive work, both intellectual and practical, plays a very important part; in fact it is the finest and most effective medium of education. It will, therefore, be reflected both in its curriculum and methods - that is, on the one hand, different practical subjects and craft work will find a place in the curriculum on the same status as the so-called 'liberal' studies and on the other, the teaching methods will partake of the nature of activities and stimulate independent work. Every well established and reasonably well financed school will have workshops and craft-rooms where students will learn to handle tools and to fashion different kind of materials into form. They will not be merely 'flirting' with something called hand-work, which often offer little stimulating challenge to their practical aptitudes, but will actually be confronted with real jobs of work which will genuinely stretch their powers. These craft rooms, workshops (and farms), no doubt, are specially meant for students who offer practical subjects like agriculture, engineering, domestic science, etc., but they will also provide suitable practical occupations for all students including those who take up sciences or humanities or art subjects. Likewise, the school laboratory will not be a toy-affair, where a few simple and carefully planned experiments are performed under vigilant eye of the teacher who sees that the prescribed routine is followed. It will endeavour to give them something of the thrill and the joy of discovery and the educative experience of learning through trial and error. It would be wrong to imagine that practical work of this type cannot be carried out in secondary schools." (p. 218 - 219).

Again while emphasising the aims and objectives of the introduction of crafts or vocational bias in the secondary schools, the Commission stated: "So far as the second major element in our national situation is concerned, we must concentrate on increasing the productive or technical and vocational efficiency of our students. This is not merely a matter of creating a new attitude to work - an attitude that implies an appreciation of the dignity of all work, however, 'lowly', a realisation that self-fulfilment and national prosperity are only possible through work in which every one must participate and a conviction that when our educated men take any piece of work in hand they will try to complete it as efficiently and artistically as their powers permit. The creation of this attitude must be the function of every teacher and it must find expression in every activity of the school. Students must acquire a yearning for perfection and learn to take pride in doing everything as thoroughly as they can; likewise teachers should learn to reject, firmly but with sympathy, all work that is half-hearted or slipshod, or casual. We shall revert to this point again in our discussion of educational methods. Side by side with the development of this attitude, there is need to promote technical skill and efficiency at all stages of education so as to provide trained and efficient personnel to work out schemes of industrial and technological advancement. In the past, our education has been so academic and theoretical and so divorced from practical work that the educated classes have, generally speaking, failed to make enormous contribution to the development of the country's natural resources and to add to national wealth. This must now change and, with this object in view, we have recommended that there should be much greater emphasis on crafts and productive work in all schools and, in addition, diversification of courses should be introduced at the secondary stage so that a large number of students may take up agricultural, technical, commercial or other practical courses which will train their varied aptitudes and enable them either to take up vocational pursuits at the end of the secondary course or to join technical institutions for further training. These measures will, we hope, result in equipping educated young men - psychologically and practically - to undertake technical lines and raise general standard of efficiency, thereby helping to increase national wealth and ultimately to improve the general standards of living" (page 27).

These quotations from the Report of the Secondary Education Commission make it clear that the purpose of including compulsory craft work in the higher secondary schools was not to prepare children for a particular vocation in life but to make them vocationally minded and to help their all round development. The conception of craft work as general education is also supported by the fact that even in the technical and vocationally oriented courses of the agricultural high schools of Gujarat, some crafts are included along with other core subjects like elementary mathematics, social studies and general science. This is in addition to specialisation in a subject etc. (Syllabus for secondary schools, standards VIII to XII, Baroda, 1960, page 93). To quote the object of craft teaching according to the Mysore

syllabus (No. 6 in appendix VI), it is "Not to make the children vocationally efficient but only to make them vocationally minded and to develop the latent abilities of the children. It may not be possible to make the children vocationally efficient in the five periods of craft instruction in the VIII standard and in the two periods of instruction in the standards IX to XI. The subjects provided under electives or diversified courses of study are meant to make the pupils vocationally efficient. A pupil is at liberty to take a compulsory subject related to the optional group which is studied by him to make him vocationally more efficient. The compulsory crafts are meant to afford opportunities to children to use their hands in conjunction with their head and mental powers in order to develop their practical skills and to bring out their latent mechanical or vocational aptitudes, ability to handle tools efficiently will instill confidence in a child in the use of its mental powers, for ability to use a tool or to work out a theorem in mathematics is motivated by the same mental process. "Crafts will also provide some relaxation to the children from purely mental work besides developing their skill and aptitudes. Therefore, a study of crafts under compulsory "A" group of subjects is a step in the right direction."

The list of the crafts prescribed in the higher secondary multi-purpose schools is given in table 8 below. The States prescribing each of these crafts have been indicated by a tick (/) mark against the respective crafts.

TABLE 8

[illegible]

Name of Craft	Name of States in which prescribed					
	Andhra	Assam	Goa	Kerala	Madhya Pradesh	Orissa
Printing Technology.				/		/
Workshop Practice.		/			/	/
Radio Mechanics.	/					/
Account-keeping		/				
Wattan work		/		/		
Sugar cane				/		
Blacksmithy.				/		
Bookbinding & printing			/	/		/
Laundry				/		
Photography		/		/		
Electrical Wiremen			/	/		
Foundry				/		
General Engineering					/	
Stenotyping					/	
Cooking	/	/		/	/	/
Paper work	/		/			
Agriculture		/	/			/
Fine Art & Craft		/				
Shoe making			/	/		
Typography	/		/			
Basketry & Rope making			/	/		

(Contd....)

Name of Craft	Name of States in which practised				
	Andhra	Gujarat	M.P.	U.P.	Other States
Cap making	/	/			
Carters	/	/			
Cotton and Cottons.		/			/
Opium cul- tivation		/			
Opium cultivation		/			
Plaster making plaster work		/			
Wool work		/			
Wool work		/			
Leather work		/			
Leather wood, carving and other work		/			
Oil pressing		/			
Spinning and weaving		/			
Elementary agriculture engineering		/			
General engineering		/			
Furniture design and restoration	/				

The three most popular crafts are hand spinning and weaving, wood work and tailoring. Next come metal work, sewing, needle craft and embroidery and leather work. Gardening, clay modelling and papier mache also have been practised by all the States excepting Andhra, Gujarat and U.P. There are, however, slight variations among the different States as regards the number of alternative crafts suggested as well as

the classes in which they are taught. In Kerala, for instance, crafts offered under compulsory core subjects include gardening and bee keeping only. Other crafts could be taken as one of the optional papers. In West Bengal, Gujarat radio work is also included in the list. In Mysore a considerable number of other crafts, such as black smithy, fitters, book binding and printing, laundry, photography, electrical wiring, foundry, pattern making, sugar cane, cotton cultivation, coconut cultivation, coffee cultivation, cigarettes, tobacco industry, care of farm animals, etc. are included. It is clear that some of these such as, photography, electrical wiremen, pattern making etc. are more of a technological nature than the ~~others~~ are crafts. Similarly, in Rajasthan stone-typing and general engineering are included in the list, so that a student could take ~~either~~ as one of the compulsory core subjects under crafts. In Orissa, alternatives like repairs and maintenance of reciprocating pumps, clocks, cycles, motorcar lamps, armature winding, house wiring, cane work, brick work and tile making are also mentioned. In the Mysore syllabus it is mentioned that one or more crafts may also be practised if they are provided in the school.

The crafts actually practised in the schools of these States can be seen from table 1A in section A.

Time Devoted to Craft Work

Because most of the syllabi analysed do not mention the exact time to be allotted to craft, how much time is devoted to craft as a core subject in the higher secondary syllabi of various States was not discovered. Information about the allotment of time to craft work derived from some of the syllabi as well as few responses to our questionnaire received from the States, has been summarized in the table given below:

Table 9

Time Devoted to Craft Work Per Week

State	High Schools	Hr. Secondary schools	Multi-purpose schools	Post-Basic schools
Andhra	45 Mts.	-	4 periods of 45 Mts. each	-
Gujarat	-	3-4 periods	10-12 periods	-
Kerala	-	-	70 periods peryear	-
Madras	2 periods	-	-	24 periods
Mysore	-	1½ hours	1½ hours	-
Rajasthan	-	-	6 periods	-
U.P.	4 hours	4 hours	4 hours	-
W. Bengal	-	-	3 hours	15 hours

It will be seen that only eight States give this information and that too is not complete. Some of the States have not stated the time in hours and it is difficult to estimate the duration of periods. Hence, any comparisons or conclusions become difficult.

ASSESSMENT OF CRAFT WORK IN THE FINAL EXAMINATION FOR GRADE PROMOTION

The weightage given to craft work in grade to grade promotion as well as in the final examination for the stage could be judged to some extent by determining whether or not craft is an examination subject and how many marks out of the total marks are assigned to it for the secondary examination. Most of the syllabi have not mentioned anything about this aspect of the organization of craft work in schools. Even when some States supplied this information in response to our questionnaire it was incomplete. The facts we have about the weightage given to craft work are summarized, below in table No. 10.

Table 10.

Name of State	High School	Hr. Secondary	Multipurpose	Post-Basic
ANDHRA			✓ I P R	
GUJARAT			✓ W (35%)	✓ W (35%)
MADHYA PRADESH		✓ W (10% approx.)		
ORISSA		✓ W (10% approx.)		
PANJAB		✓ E W(50 marks out of a total of 400 marks allotted to compulsory subjects) P		

(Contd.....)

 Name of State High School Hr. Secondary Multipurpose Post-Basic

RAJASTHAN

✓
 W(100 out of
 total of 500
 allotted to
 compulsory
 subjects)

T (40)
 P (50)
 R (10)

UTTAR
 PRADESH

✓
 I
 E
 W(33 1/3 - is
 treated as
 equal to
 two sub-
 jects)
 T
 P
 R(Not con-
 sidered in
 annual exa-
 mination)

✓
 I
 E
 W(33 1/3 - is
 treated as
 equal to
 two sub-
 jects)
 T
 P
 R(Not con-
 sidered in
 annual exa-
 mination)

WEST
 BENGAL

R

✓
 W (-)
 I
 T
 P
 R

✓
 W (-)
 I
 T) 50%
 P)
 R 50%

(Note:

- ✓ denotes that craft is an examination subject.
- I denotes that Internal examination is held in craft.
- E denotes that external examination is held in craft.
- W denotes the weightage given to craft work in the annual examination i.e. the percentage of the total examination marks allotted to craft work.
- T denotes that examination is held in the theory of crafts.
- P denotes that examination is held in practical work in crafts.
- R denotes that records of craft work are maintained where some marks or percentages are written against T,P,R, they denote the total marks or percentage of marks allotted to each of these.)

Section II - Analysis of Questionnaire

Introduction

This section of our report on craft is the secondary schools of India is based on the replies submitted by such schools to a questionnaire prepared and issued by the Directorate of Extension Programmes for Secondary Education. High schools, higher secondary schools and multipurpose schools responded to the questionnaire which included 58 items relating to the various aspects of the teaching of craft. Among the items were some relating to the status of craft in the schools to the objectives of teaching crafts, to the craft curriculum, to the physical facilities available, to craft teachers and their teaching and evaluation practices. A copy of the questionnaire appears in an appendix 2.

Most of the questionnaire items were designed to elicit 'yes' or 'no' answers. There were a few open-ended questions asking for special features of craft teaching in the schools, or for steps being taken to promote craft work or for suggestions for the improvement of craft instruction.

Replies to the questionnaire were received from all the states and centrally governed territories excepting Punjab, Assam, Manipur, Tripura, Pondichery, Andaman and Nicobar islands. Responses from Delhi and Kashmir were few (4 and 5 respectively) and have not been included in this report which deals with 12 states: Andhra, Bihar, Gujrat, Kerala, Madhya Pradesh, Madras, Maharashtra, Mysore, Orissa, Rajasthan, Uttar Pradesh and West Bengal. The number of replies from the various States are given in Table II. This table gives separate figures for each of the 3 types of secondary schools which are subdivided into schools for boys, schools for girls and co-educational schools.

TABLE II

	<u>High Schools</u>			<u>Gr. Sec. Schools</u>			<u>Multipurpose Schls.</u>			<u>Total</u>
	Boys	Girls	Mixed	Boys	Girls	Mixed	Boys	Girls	Mixed	
ANDHRA	13	7	18	3	3	12	16	4	4	80
BIHAR	13	2	17	1	0	7	5	1	4	50
DELHI	-	-	-	4	1	-	-	-	-	5
GUJRAT	7	7	30	1	1	0	0	0	4	50
JAMMU & KASHMIR	3	0	0	2	1	0	0	0	0	6
KERALA	3	17	46	5	0	7	1	1	3	83
MADRAS	20	9	19	0	0	9	6	3	19	75
MADHYA PRADESH	1	0	2	17	11	21	9	0	5	66
MAHARASHTRA	11	6	26	3	0	0	2	4	9	61
MYSCORE	5	12	24	9	3	9	2	2	10	75
ORISSA	7	1	12	1	1	3	0	0	0	24-25
RAJASTHAN	9	1	4	6	1	7	4	0	1	33
UTTAR PRADESH	8	2	2	37	2	3	1	0	2	57
WEST BENGAL	0	2	0	7	5	0	30	7	6	57
TOTAL	105	66	200	96	29	69	76	23	67	799 17

The main body of this section is an analysis of the various aspects of craft teaching in the secondary schools on an all-India basis. In addition to this general report a detailed description has been prepared for each of the states. These state reports are given in appendix VII.

The all-India report and the reports of the states are presented under several headings. The general information about crafts is presented first and deals with the status of craft, objectives of craft teaching, crafts taught in the secondary schools and the craft curriculum. This is followed by a description of the physical facilities for craft including accommodation, equipment and disposal of craft products, (2) information about craft teachers and their training, (3) evaluation practices, (4) and a report of special craft features, steps being taken to promote craft instruction and suggestions for improving craft teaching.

The information on which the all-India report and the reports of the various states are based, is subject to several limitations. In the first place, the representativeness of the sample of the schools which have sent replies to the questionnaire is not known. Secondly, the nature of certain of the questions precluded a precise analysis. Exact figures in some cases proved to be more misleading than reporting the general trend indicated by the data. Some of the 'yes', 'no' or multiple-choice items seemed to provide a built-in and almost irresistible temptation to check one of the answers. An open-ended question for example, brought out what appeared to be more valid information regarding craft teaching objectives than a structured question with 10 objectives to be checked. In the latter case the respondents were tempted to check some of the good sounding objectives. L May 1

Some questions in the questionnaire seemed to convey different meanings to different respondents. For example, question 10 on the size of the craft area has been interpreted by some respondents as enrolment size in a classroom and by others as the size of the room. Some schools interpreted "internal assessment" (item 48) as the assessment made with the help of records, and external assessment as that done by examination. Some schools considered internal assessment as that made by the school staff and external assessment as that made by outside agency. Questions 8, 11, 13, 14 also involved some ambiguities.

Some of the multiple-choice items were not exclusive of each other. For example in question 47 the first alternative "maintaining a record of pupil progress" may include three mentioned after it. In fact "maintaining a record of pupil progress" could be alternated with "by examination." In such cases the interpretation of the response becomes difficult and exact figures implying precision are misleading.

Some questions requested information which the schools may not have been in a position to provide. Question 32, which asked for information about the qualifications of the existing teachers in the schools, is an example.

The terms used in some of the questions, ^{such as} like teachers' file of material, pupils' collection of craft designs and materials, internal and external assessment should probably have been precisely defined.

Even with these limitations, the questionnaire responses give a rather good idea about crafts in secondary schools of India. The limitations have been taken into account in the style of preparing the report which is not intended to provide exact, quantitative information. It does give, however, general information which may be helpful in understanding many aspects of craft teaching in secondary schools.

IN INDIA SECONDARY SCHOOLS OF SEVERAL STATES

CRAFT TEACHING THROUGHOUT INDIA

Crafts

Craft now occupies a definite place in all but a few of the secondary schools of India. In many, ^{schools} crafts have been introduced only recently. Most of the schools answering the questionnaire indicated that craft is a compulsory subject. In some schools it is both compulsory and optional. It is optional. Table gives the percentage figures of schools in respect to these three positions.

TABLE 12

STATUS OF CRAFT TEACHING IN SECONDARY SCHOOLS OF SEVERAL STATES

STATE	Percentage of schools			Percentage of schools answering that crafts in schools are linked with those prescribed in the area.
	Compulsory	Optional	Both	
ANDHRA	85	9	7	72
BIHAR	90	8	2	73
GUJRAT	92	2	6	63
KERALA	92	5	3	70
MADRAS	72	15	13	77
Madhya Pradesh	94	2	4	74
MAHARASHTRA	95	2	3	67
MISORE	91	—	9	81
ORISSA	83	12	4	83
RAJASTHAN	88	6	6	83-73
UTTAR PRADESH	52	24	24	72
WEST BENGAL	91	2	2	68

It was not made clear how craft could be both compulsory and optional as was claimed by some schools.

As Table indicates, in all the States except Uttar Pradesh at least 72% of secondary schools have craft as a compulsory subject. In 52% of the schools reporting from Uttar Pradesh craft is compulsory. Twenty four percent of the schools in that State have craft as an optional subject. In Madras 15% and in Orissa 12% of the schools have craft as an optional subject. On the whole craft seems to be well accepted as a compulsory subject.

As far as the teaching of crafts in different grades is concerned there seem to be three main patterns. In most of the schools crafts are introduced in the 6th standard and continue upto the 10th or 11th standard. In some schools craft is introduced earlier and does not go beyond the 8th standard. In other schools craft is introduced much earlier and continues throughout the secondary stage. It is quite difficult to give overall figures about the various classes. The report for the individual States (see Appendix VII) contain information on this aspect.

Most of the schools report that the crafts taught in them are linked with those practised in the surrounding areas. The percentage figures in Table indicate that atleast 67% of the schools in all States have this feeling. This at least suggests that crafts may be selected on the basis of local conditions.

Objectives

The ten objectives appearing in the questionnaire have been checked by the schools from all the States and Table summarises the results.

TABLE V
PERCENTAGE OF SCHOOLS CHECKING THE VARIOUS OBJECTIVES IN INTRODUCING CRAFT EDUCATION IN THE CURRICULUM

	a	b	c	d	e	f	g	h	i	j
ANDHRA	69	72	61	72	70	56	49	34	68	65
BIHAR	48	54	60	92	60	62	52	30	53	52
GUJRAT	44	48	60	76	50	52	52	22	46	56
KERALA	65	75	71	79	62	66	52	30	61	62
MADRAS	62	60	67	72	47	54	48	24	58	50
MADHYA PRADESH	57	53	57	75	63	45	44	26	48	48
MAHARASHTRA	65	67	67	68	54	59	36	23	36	62
MYSORE	58	73	59	73	59	45	39	26	50	32
ORISSA	79	67	50	67	58	42	50	25	37	62
RAJASTHAN	52	73	62	82	55	61	58	45	61	64
UTTAR PRADESH	60	72	60	79	60	65	52	23	49	63
WEST BENGAL	56	70	68	80	70	56	47	28	42	70

(I.B. The various letters refer to the 10 objectives mentioned in Question No.6- Appendix II).

From this Table it appears that the most generally

accepted objective is that of inculcating dignity of labour. The percentage of schools endorsing this objective ranges from 67 to 92. The objective second in acceptability appears to be that of providing a vocational education to pupils. The percentage of schools checking this objective is quite high and ranges from 48 to 75. The percentage figures indicate that the least accepted objective appears to be that of offering opportunities for guided exploration and experimentation in practical situations. The percentages of schools who accept these objectives range from 22 to 45. The objective of giving pupils confidence to use inexpensive and locally available materials is also not highly accepted. The percentage figures range from 35 to 55.58.

Crafts taught

The different schools from all the States responding to the questionnaire have listed as many as 41 crafts in all. Frequency of mention is reported in Table IV which includes crafts as they were mentioned by the different schools. Consideration was not given to the question as to whether or not a subject mentioned by a particular school could legitimately be called a craft. For example, dramatics, drawing, music, stenciling, typing etc., have been called crafts by some schools and have been included in the list. The exact words used to denote the crafts by the schools have been included in the Table so far as was possible. The figures given are the percentages of the total number of schools in a State, irrespective of its type.

It will be clear from Table IV that spinning is one of the most popular crafts in all the States except U.P., West Bengal, Mysore and Orissa. Only 9% schools in West Bengal and 10% in Mysore seem to practise spinning. Agriculture is a popular craft in Mysore and Andhra. West Bengal schools have clay work and embroidery as important crafts after wood work which seems to be the most popular in that State. Wood work also occupies an important place in the schools of Madras, Orissa, Maharashtra and Madhya Pradesh. Among crafts for girls, embroidery seems to be quite popular except in Uttar Pradesh. Gardening is also among the more popular crafts. It is reported as practised in 60% of schools in Uttar Pradesh. In Andhra 33.3 schools and in Bihar 22% schools practise gardening. The figures appearing in Table IV, as has been mentioned, are the consolidated figures for each State. Differences in crafts practised in boys and girls schools or in high schools, higher secondary schools and multi-purpose schools, are not indicated. The various tables appearing with the reports of the States describe the position of crafts practised in the various types of schools. The differences among the types of schools are also discussed in the State reports.

as many as 60% of the schools in U.P. have reported to be practising gardening

Most secondary schools provide only one craft for a student at one time. The percentage of schools offering only one craft to a student exceed 65 in all states.

TABLE 14

PERCENTAGE OF SUBJECTS TEACHING VARIOUS GRADES

[illegible]

TABLE 14 (Continued)

Crafts	Andh- ra.	Bihar	Guj- rat.	Kera- la.	Mad- ras.	Madhya Pradesh.	Maha- rash- tra.	Mysore	Crl- ssa.	Mad- ras.	Uttar Pradesh	West Bengal
20. Music	1	-	-	-	9	-	-	5	-	6	2	-
21. Paper machine	1	-	-	-	-	-	-	-	-	-	-	-
22. Paper making	-	-	-	-	-	-	13.00	-	-	-	-	-
23. Paper work	13	2	-	3	4	-	-	1	4	9	11	14
24. Photography	-	-	-	-	-	-	-	3	-	-	-	-
25. Pottery	1	-	-	-	3	-	-	1	-	-	-	2
26. Printing	1	2	-	-	-	3	-	5	-	-	-	2
27. Rattan work	-	-	-	-	-	-	-	2.6	-	-	-	-
28. Sewing	8	2	15	14	3	14	25	-	28	23	4	4
29. Smithy	-	4	-	-	-	-	-	-	-	-	-	-
30. Soapmaking	-	2	-	-	-	6	2	4	-	-	-	-
31. Spinning	30	50	58	31	26	39	28	10	12	36	12	9
32. Stereo-typing	-	-	-	-	-	-	-	-	-	-	-	-
33. Tailoring	17	12	20	25	4	20	25	51	38	45	26	7
34. Tape-making	9	-	-	-	1	-	-	1	-	-	-	-
35. Technical subjects	1	4	-	-	-	-	2	8	8	-	21	16
36. Typing	-	-	-	-	-	2	-	4	-	-	-	-
37. Wax-work	-	-	-	-	-	-	-	-	-	-	-	2
38. Weaving	15	4	58	40	50	36	23	10	4	36	11	7
39. Welding	-	-	-	-	-	-	-	-	-	-	-	-
40. Wood work	7	10	12	10	34	21	23	17	25	15	33	61

Table 15 gives the percentage of schools offering one, two three or four crafts at a time to a student.

TABLE 15
CHOICE OF CRAFTS BY STUDENTS IN SECONDARY SCHOOLS

STATE	Percentage of schools indicating No. of crafts offered by students.				Percentage of schools checking various reasons of offering crafts				Percentage of schools indicating that change of craft is possible during the school year			
	1	2	3	4	Provi- sion in apti- tude. of craft	Own Here- ditary choice	Parents' choice	Teachers' choice	Others	Percentage of schools indicating that change of craft is possible during the school year	Percentage of schools indicating that change of craft is possible during the school year	Percentage of schools indicating that change of craft is possible during the school year
ANDHRA	65	15	8	2	81	34	22	15	20	14	42	42
BHAR	78	10	2	-	76	26	30	22	22	4	48	48
GUJARAT	86	12	-	-	83	18	14	6	12	6	36	36
KERALA	70	20	2	-	81	21	9	7	20	8	36	36
MADRAS	73	12	3	2	76	21	16	13	10	7	47	47
MADHYA PRADESH	90	8	-	1	77	32	11	11	8	8	39	39
MAHARASHTRA	90	4	-	-	90	26	7	10	20	5	31	31
MISORE	72	10	2	-	69	30	14	12	14	4	30	30
ORISSA	79	21	-	-	87	8	13	12	25	4	29	29
RAJASTHAN	81	12	3	-	83	36	24	13	27	13	42	42
UTTAR PRADESH	84	7	-	2	70	42	7	35	17	17	52	52
WEST BENGAL	70	10	2	-	80	30	7	2	17	2	12	12

Twenty percent of the schools in Kerala and Orissa provide for two crafts at a time. Only a small percentage of schools in other States provide for two crafts. The percentage of schools providing for three crafts is very small and only a few

The various reasons given in the questionnaire for the selection of crafts by students have been grouped by the different schools. The percentage figures appear in Table 15. It is clear from this Table that in most of the schools students select a craft because it is provided. The percentages of schools endorsing this reason for craft selection by pupils range from 69 to 90. The reason next in importance seems to be the selection on the basis of the students' aptitude. The figures in this connection for Uttar Pradesh is as high as 47 and for Madras it is 41. It is not clear, however, from the replies to these questions how aptitude is determined as a basis for selection. Probably most of the schools mean that the students choose a craft on the basis of their own interests. Other reasons for choosing a particular craft have been endorsed by smaller numbers of schools. One reason which emerges from the table is the preference of the teacher. It is difficult to say how this factor differs from the first factor, i.e. the provision of the crafts in the schools. In some schools the actual provision of crafts may be based on the choice or at least the competence of the teacher.

On the whole it appears that more than half of the schools in any state do not have any provision for change of craft during the secondary school course. This is made clear by Table 15. The possibility of a pupil changing craft is discussed in the state reports that follow. In some States such changes are quite common, as in Uttar Pradesh, Bihar and Madras. Other states, for example West Bengal, do not seem to provide for the possibility of change in craft during the secondary education course.

Curriculum

Four questions in the questionnaire had to do with curriculum content. The majority of the schools in different States express satisfaction with curriculum content bearing on the application of craft in daily life. The percentage figures appearing in table 16 show that at least 75% schools in any state are of the opinion that this content is appropriate. The next important aspect of the content is the inclusion of material relating to manipulative skill. The percentage of schools endorsing this ranges from 54 to 87. There is greater variation with regard to curriculum content which emphasizes the scientific basis of crafts. Some States like Gujarat have high percentage of schools which seem to be satisfied with this. Some other states like Orissa, with 37% affirmative responses to this part of the questionnaire, feel less satisfied about the curriculum content dealing with the scientific basis of craft. The figures on the whole seem to show that the secondary schools are not much dissatisfied with the curriculum content.

As regards integration of the curriculum with the different aspects of the students' experiences not less than about half of the schools in any State, Gujarat being an exception, are satisfied with integrative

with home and community experiences. Schools seem to be much less satisfied with the integration of the craft curriculum with the other subjects of the curriculum. In some States like Orissa as few as 21% of the schools are satisfied with this aspect of integration. A similar situation obtains in West Bengal, Bihar and Gujrat. As will be seen from the table in no State except Andhra does the satisfaction percent exceed 46. The percentages of schools in the several states expressing satisfaction with the integration of the craft curriculum with co-curricular activities range from 47 to 80. In most of the States approximately half of the schools seem to be satisfied with this aspect of the integration.

Schools generally seem to be satisfied with the curriculum in respect to the creative aspect of craft. Among the several states the satisfaction percentages range from 91 to 98% in this connection. With the exception of Orissa the satisfaction percentages are very high and do not fall below 76. Schools are equally well satisfied with those aspects of the curriculum designed to stimulate interest in students so that they may be able to pursue crafts even after secondary education.

T A B L E - 16

Percentages of schools answering in affirmative the various questions regarding craft curriculum

STATE	Integration of craft curriculum with other subjects	Integration of craft curriculum with co-curricular activities	Integration of craft curriculum with life education	Integration of craft curriculum with vocational education	Integration of craft curriculum with technical education	Integration of craft curriculum with artistic education	Integration of craft curriculum with scientific education	Integration of craft curriculum with social education	Integration of craft curriculum with moral education
ANDHRA	83	68	63	95	81	61	80	91	75
BIHAR	62	54	54	76	74	34	62	78	54
GUJRAT	68	56	56	90	46	36	60	78	52
KERALA	77	58	55	76	65	43	47	76	65
MADRAS	77	59	61	83	74	40	55	86	70
MADHYA PRADESH	72	56	60	84	62	33	68	84	60
MAHARASHTRA	76	61	68	90	74	43	55	82	66
MYSORE	85	59	64	89	76	44	55	80	66
ORISSA	57	41	37	86	66	31	45	62	62
RAJASTHAN	54	67	70	75	70	41	58	90	75
PUNJAB	87	63	70	90	71	46	56	88	71
WEST BENGAL	84	58	63	84	70	39	70	86	78

Physical facilities

The questionnaire items dealing with physical facilities refer to accommodation, equipment and disposal of crafts products. Each of these is commented on separately below.

Accommodation

As was noted above, the question about the size of craft room has been differently interpreted by the respondents. Some interpreted the term to refer to the size of enrolment in the craft class while others understood the term to mean size of the craft room. For this reason it is quite difficult to make an inference about the average size of the craft room in the various schools. What information is available on this point is discussed in the reports of the States. On the whole it appears that schools have accommodation of about 500 sq.ft. for their craft class.

States differ with regard to providing of separate rooms for craft classes. Table I gives the figures for the different States.

TABLE - I

PERCENTAGE OF SCHOOLS GIVING THE ANSWERS TO QUESTIONS ABOUT
ACCOMMODATION AND EQUIPMENT

STATE	Separate room for craft classes.	The room provides adequate space.	The room is well lighted.	Adequate storing facilities.	Raw-material available in time.
ANDHRA	76	47	74	57	85
BIHAR	20	42	52	36	62
GUJRAT	90	80	96	78	92
KERALA	62	34	61	37	77
MADRAS	77	69	75	60	92
MADHYA PRADESH	26	95	63	35	72
MAHARASHTRA	67	64	66 86	68	86
MYSORE	38	54	64	43	64
ORISSA	83	50	79	26	83
RAJASTHAN	24	48	27	39	18
UTTAR PRADESH	70	65	77	56	91
WEST BENGAL	66	63	82	56	77

2006 States like Orissa, Gujrat, Madras, Andhra and Uttar Pradesh provided that separate rooms for craft classes are provided. In Kerala it appears that only half of the schools have separate craft class room. In Bihar, Rajasthan and Madhya Pradesh only about one fourth of the schools have a separate room for conducting craft classes.

The situation with regard to adequate storing facilities for craft products prepared by students as well as

other supplies and materials appears to be much better. The States of Gujrat, Madras and Crissa do best in this respect. In the States of Uttar Pradesh, West Bengal and Andhra about half of the schools have this facility available. In some States like Madhya Pradesh and Rajasthan, the situation is less satisfactory. L. Y. N. B. S.

It is not clear whether the questionnaire items referring to the adequacy of space and illumination in the room or its suitabilities from other points of view were correctly understood. The responses imply that some schools interpreted these questions as referring to the room set aside for craft classes, while other schools understood it to mean the rooms used for craft classes whether separate or not. The percentage figures indicating adequate space in the craft teaching room ranged from 34 to 80. Some of the schools seem to be well satisfied with this aspect while others are dissatisfied. The percentage figures indicating room adequacy in respect to illumination and other factors are higher. L. Y. N. B. S.

Equipment

Most of the schools in all states reported that material to the students, in time, was not a problem. Figures for Gujrat, Uttar Pradesh, Madras, Crissa, Maharashtra and Andhra in this connection are very high. Only in Rajasthan do schools seem to be dissatisfied. In that state 18% of the schools report that raw materials are made available to the students in time.

The questionnaire devotes one question to the craft equipment available with the schools. From the replies expressed as percentage figures in Table 18, it appears that the schools on the whole are satisfied with the availability of raw materials and tools. The percentage figures indicating satisfaction with raw materials range from 82 to 91. Similarly, at least half of the schools in each state reported satisfaction with regard to the availability of craft tools. In Bihar, however, only 44% of schools reported satisfaction with craft tools. The figures indicating satisfaction with other items of craft equipment like tables, work benches, easels, show cases and display boards are comparatively lower. Fewer than half of the schools seem to be satisfied with these items of craft equipment.

In respect to satisfaction with the efficiency with which the available material is used, the figures are generally very high. With the exception of Rajasthan, where the satisfaction percentage is only 15, at least three fourth of the schools report satisfaction with the efficiency with which craft materials are used. L. Y. N. B. S.

Table 18 also gives figures indicating the percentage of schools expressing satisfaction with the availability of instructional material. Of the materials listed in the questionnaire, namely, text books, reference material,

TABLE - 18.

PERCENTAGE OF SCHOOL EDUCATION AVAILABILITY OF CRAFT EQUIPMENT

State	Working Bench	Tools Tables	Cards	Tools	Shoe- cases	Dis- play	Mat- erial	Percent- age of schools indicating that mate- rial is be- ing used effectively	Instructional materials									
									Text- books	Ref- ere- nce	Per- iod- icals	Te- ach- ers' col- lec-	Pup- ils	Cra- ft	Ot-			
Andhra	46	46	31	70	31	77	75	22	34	36	19	46	41	66	9			
Bihar	30	18	32	44	10	12	59	66	48	22	12	26	76	20	-			
Gujarat	52	32	42	76	64	44	62	62	57	52	18	78	42	46	2			
Kerala	24	25	16	59	9	12	61	73	28	18	9	37	32	25	-			
Karnataka	42	38	31	72	25	31	20	24	25	33	16	32	37	54	-			
Madhya Pra- desh	30	35	77	63	15	17	51	79	44	44	19	30	37	38	-			
Maharashtra	64	56	52	73	47	44	81	96	31	35	16	52	44	55	9			
Madras	32	43	70	56	24	70	54	68	44	31	23	33	24	78	8			
Orissa	50	62	33	62	17	17	62	62	33	20	4	33	20	48	-			
Rajasthan	42	62	39	73	24	30	70	15	70	48	37	66	70	64	4			
Uttar Pradesh	66	62	48	72	30	38	73	21	47	44	18	48	52	60	10			
West Bengal	58	59	40	66	33	22	62	75	35	47	72	30	46	73	-			

periodicals, teachers' file of material, pupils collection and craft models and charts, the schools seem in general to be satisfied with the availability of these items. Craft models and charts. Only one fourth of the Bihar and Kerala schools indicate satisfaction with the availability of craft models and charts. The largest percentage of satisfaction in this connection is 73% represents West Bengal. Least satisfaction was expressed with the availability of periodicals although 73% of the West Bengal schools reported satisfaction in this respect. Figures representing the percentage of schools satisfied and other items can be seen from the table 8.

Teachers

Information about the number of teachers per craft in secondary schools do not appear to be accurate as they reported in the questionnaire. However, from the available data the percentage of schools having less than one teacher per craft (that is, one teacher teaches two, three or more crafts or there is no teacher for crafts at all), one teacher per craft or more than one teacher appear in Table 9. As will be seen from the table quite a large number of schools have at least one teacher per craft. The situation in Rajasthan and Maharashtra seems to be unsatisfactory, however, in that only 32% schools in the former Rajasthan and 38% schools in the latter meet this criterion. Orissa provides one teacher per craft in all the schools. In addition to Rajasthan, Maharashtra, Mysore, Andhra, Madhya Pradesh, Kerala and Madras have large numbers of schools with less than one teacher per craft. 46% of the schools in Gujarat report that they provide more than one teacher. States of Uttar Pradesh, Bihar and Maharashtra are also well off in this respect.

h doesn't appear to be accurate
hindi

The responses to the questions about the adequacy of staff for craft work vary from State to State. The range of percentages answering in the affirmative is from 31 to 92. Schools in Gujarat, Maharashtra and Uttar Pradesh seem to be very much satisfied about the adequacy of staff. In West Bengal, Rajasthan, Orissa, Mysore, Bihar and Andhra, at least half of the schools feel that they have adequate staff for craft work. Fewer schools in Madhya Pradesh and Kerala feel that they have adequate staff.

It appears that at least about half of the schools in any State are of the opinion that their teachers have received institutional training. A very large number of schools in Andhra, Gujarat, Kerala, Madras, Maharashtra, Orissa and West Bengal report this to be the case.

The questions asking the schools whether or not they experience difficulty in securing teachers who know their subjects well and who are pedagogically trained, indicate that at least 50% experience these difficulties. Uttar Pradesh and Madras are exceptions. It may be difficult to relate

a school

TABLE - 19

PERCENTAGE OF SCHOOLS ANSWERING THE VARIOUS QUESTION ON STAFF POSITION
IN CRAFTS IN AFFIRMATIVE

STATE	No. of teachers per craft	Staff ade- quate	Teachers have re- quired in- service train- ing.	Experience sufficiently in secur- ing tech- nology.	Untrain- ed and unquali- fied artisans are em- ployed.	Craft tech- ners use modern tech- niques	Craft teachers participate in community craft activities.			
ANDHRA	31	54	16	54	99	61	64	11	61	29
BHAR	13	48	39	56	56	56	60	20	40	44
GUJARAT	4	50	46	92	94	56	58	14	54	28
KERALA	24	64	12	31	84	48	68	18	57	34
MADRAS	23	61	16	70	98	35	46	8	65	23
MADHYA PRADESH	27	62	11	39	45	83	81	29	32	21
MAHARASHTRA	36	33	23	84	76	50	59	18	61	21
MISOR	36	59	5	60	55	66	69	17	47	20
ORISSA	4	12	4	63	82	66	68	20	41	23
RAJASTHAN	63	32	6	52	55	70	67	29	55	44
UTTAR PRADESH	30	63	34	76	44	51	12	31	36	27
WEST BENGAL	13	76	11	69	78	61	67	21	61	23

replies to these question to the replies received to the question asking whether the teachers in the schools have received institutional training.

Few schools seem to be using untrained and unqualified artisans for teaching crafts. The exception seems to be West Bengal where 81% schools report that they resort to this expedient. The lowest figure is for the State of Madras. In various States 20% to 30% of the schools seem to be using unqualified artisans. *have using untrained or unqualified artisans the high*

Generally it appears that schools are satisfied that their craft teachers use modern techniques. In three fourths of the States more than half of the schools report this to be the case. Fewer schools feel that craft teachers participate adequately in community craft activities. Only in Uttar Pradesh as many as 87% of the schools report that their craft teachers participate in the community craft activities. For other schools the percentages are quite low.

The qualifications prescribed for the craft teachers in the several States were not mentioned by the schools. They did, however, give the qualifications of their own teachers. It is difficult to infer trends in this respect but the situation is discussed in the reports of the States. Generally it appears that the schools employ teachers who are Matric passed and who have had some training in crafts.

The information about the salaries given to the craft teachers, similarly, is not indicated clearly. The various patterns of salary grades are discussed in the reports for the individual States which include the list of institutions that provide training facilities for craft teachers in each area.

Evaluation

Replies to the questions in the section on evaluation are difficult to interpret. About 50% of the schools mention that they maintain a record of pupil progress in crafts. In some States, for example Gujarat and Madhya Pradesh the figure is as high as 86%.

The other three aspects of evaluation namely, creative ability, technical competence and quantitative turnover, seem to be included in many cases in the records of progress maintained. The figures for the different States appear in Table 20A but they should be interpreted with caution. From the table 20A it is clear that about 38% schools seem to be evaluating technical competence while creative ability and quantitative turnover are evaluated by about 44% schools.

The question asking about the internal and external assessment of craft work seems to have been interpreted in different ways by different respondents. Some schools seemed to define internal assessment as the maintenance of records of pupil progress and external assessment as final examination. Other schools seem to interpret by internal assessment the

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TABLE 20-A

PERCENTAGE OF STUDENTS EVALUATING DIFFERENT ASPECTS OF ORAL WORK

	ANDH- RA.	BHAR- PAT.	KER- LA.	MAD- RAS.	MADHYA PRAD- ESH	MAHA- RASH- TRA.	GUJ- RASH- TRA.	ORI- SSA.	RAJ- ASTH	GUJAR- RASH	WEST BEN- GAL.	
1. By maintaining a record of pu- bll progress.	55	82	86	42	56	86	78	52	62	81	72	61
2. By evaluating creative acti- vity.	46	58	38	46	35	39	50	25	32	72	38	47
3. By evaluating technical competence.	46	40	40	35	31	29	25	30	48	56	48	33
4. By evaluating quantitative turn-over.	56	56	50	33	58	35	50	25	28	59	41	23

TABLE - 20-B

PERCENTAGE OF SPECIES HAVING INTERNAL AND EXTERNAL ASSASSINATING CAPABILITY

	ANDHRA- RA.	BIHAR	GUJ- RAT.	KERA- L.A.	MAD- RAS.	MADHYA PRADESH	MAHA- RASH- TRA.	MIZ- ORISSA.	GUJ- PUNJAB	UTTAR PRADESH	WEST BENGAL.	
1. Internal assassination.	76	60	60	59	76	86	77	56	64	50	72	80
2. External assassination.	6	4	-	5	3	6	3	2	8	6	9	-
3. Both	16	32	34	3	3	3	5	13	16	35	20	9

TABLE - 20-C

EXAMINATORY POSITION IN GRAMPS IV SECONDARY SCHOOLS

(Figures give percentages of scholars)

STATE	Are exam- inations held in evening?		How often held in				Composition of the examination				Is a mind- num no. of marks pre- scribed for a pass?		Are craft marks con- sidered for promotion?	
	Yes	No	Once a year	Twice	Three times	Four times	Theory	Practical	Theory	Viva voce	Yes	No	Yes	No
ANDHRA	42	58	5	10	24	-	4	7	34	9	30	63	14	83
BIHAR	70	30	4	60	6	-	23	32	18	10	30	61	72	20
GUJARAT	100	-	50	26	10	10	4	14	70	14	100	-	86	6
KERALA	66	34	6	7	8	-	9	3	15	2	32	63	10	62
MADHYA PRADESH	82	18	16	31	45	-	6	10	59	24	94	9	60	36
MADRAS	40	60	8	4	16	-	3	5	19	7	16	79	3	76
MAHARASHTRA	69	7	10	33	30	8	3	10	64	14	89	8	64	26
MYSORE	44	11	5	23	15	-	7	12	25	9	49	36	36	17
CHISGA	75	25	12	67	-	-	-	17	83	12	83	17	21	71
RAJASTHAN	100	-	3	13	55	-	6	-	99	39	6	94	63	33
UTTAR PRADESH	92	5	-	63	23	-	2	4	84	28	91	5	71	26
WEST BENGAL	100	-	22	64	5	-	7	19	40	11	83	3	74	14

assessment carried out by the school staff and external assessment as the assessment done by an external body. The responses therefore have to be interpreted with caution. Table gives figures for these. As will be seen from the table a very large number of schools have internal assessment and only a very small percentage of schools only external assessment. In States of Bihar, Gujrat and Rajasthan a few schools have both external and internal assessment.

The details about the position of examination in crafts can be seen in Table which reveals that a regular annual examination in craft is held in almost all the schools of Gujrat, Rajasthan and West Bengal. In Madhya Pradesh, Maharashtra and Uttar Pradesh more than 90% of schools hold regular examination in craft work. In Bihar, Kerala and Orissa, more than fifty percent of schools hold regular examination in craft work. About sixty percent of schools in Andhra and Madras do not hold any regular examination.

As regards the composition of each examination, in majority of the schools of all States, both theory and practical examinations are held in crafts. In few schools either a practical examination or a theory examination is held. Viva-voce examinations in which each pupil is interviewed for a few minutes and questions asked pertaining to craft work are common in a few schools. Where it is used, the viva-voce examination constitutes only a part of the practical examination.

In all the schools of the States of Gujrat and in more than 50% of schools of the States of Madhya Pradesh, Maharashtra, Orissa, Uttar Pradesh and West Bengal a minimum pass marks in craft work have been prescribed. In more than 60% of the schools of Andhra, Bihar, Kerala, Madras and Rajasthan, minima for a pass in crafts have been prescribed. These minima range from 30% to 50% approximately, 33% in most of the schools. In some schools the minima for theory and practical examinations differ with the latter being higher.

In more than 60% of the schools of Bihar, Gujrat, Madhya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh and West Bengal, the pupils' achievement in crafts is taken into consideration in promoting him to the next class. The pupils' marks in crafts are not taken into consideration for promotion in more than sixty percent of the schools of the States of Andhra, Kerala, Madras and Orissa.

Suggestions

The various steps taken by the different schools for promoting craft work are reported in the section dealing with the separate states. Some special features in craft teaching mentioned by the various schools are also reported there. The schools were also asked to give suggestions for the improvement of craft teaching. These suggestions have been consolidated and are given below. The numbers in the parentheses against each statement indicates the number of schools offering that suggestion. The suggestions have

Disposal of Craft Products

It seems that the usual practice for the disposal of craft products prepared by school students is either to sell them or return them to the pupils. In most cases the products are sold to public. Some schools report that products are sold to pupils and teachers at the cost price. In many cases the products are auctioned. Only some schools in the States of Andhra, Gujarat, Madras, Maharashtra, Orissa, Rajasthan and West Bengal mention that the craft products prepared by the students are preserved in the schools. Schools in Rajasthan mention that these products are used for school purposes. 2 out of 10 schools in West Bengal, which have mentioned that the products are preserved report that these are used in the schools.

Products are returned to pupils mainly in the schools of Maharashtra, West Bengal, Uttar Pradesh, Madhya Pradesh and Bihar. Some schools mention that the products are returned because the raw-materials are brought by the pupils themselves. Very few schools in Orissa, Madras and Gujarat have this practice.

The most common practice seems to be that of auctioning the products, although few schools follow this practice in the States of Bihar, Gujarat, Madhya Pradesh, Maharashtra, Rajasthan and Mysore. In Rajasthan only one school and in Bihar, Gujarat and Madhya Pradesh only two schools have reported this practice. The States which seem to be following this very often are Kerala, Madras and Andhra. Schools in the States of Gujarat and Andhra generally sell the products to the pupils. Only one school in Uttar Pradesh has reported that the products are sold to the pupils and no schools in West Bengal, Orissa and Mysore have reported such a practice.

From the replies reported by the various schools from the different States it appears that the problem of disposal of craft products is not being dealt with as carefully as it should be. This is substantiated by the suggestions made by some schools for promoting craft work. As will be seen from suggestions some schools have mentioned the desirability of dealing with this problem more systematically.

been classified under various ^{several} heads:

Financial

1. More finances (94).
2. Better pay scales (11).
3. Separate grants for crafts (32).

Staff

4. Whole time teachers (3).
5. Adequate staff. (14).
6. Trained staff (170).
7. Smaller classes (33).
8. Attendants (9).

Space

9. More space (101).
10. Storing facilities (4).
11. Craft workshop (15).

Equipment

12. Adequate equipment (143).
13. More furniture (4).
14. Raw material (86).

Disposal

15. Central cooperative store for disposal (3).
16. Produce to go to pupils (2).

Syllabus

17. Better syllabus (13).
18. Subjects to be correlated with craft (2).
19. Text books (4).
20. Theory of craft (1).

Examinations

21. Better assessment methods (3).
22. External examination (4).

23. Supervision by experts (1).

Craft Exhibitions

24. Craft exhibitions (3).

Literature on craft

25. Literature on craft (7).

Miscellaneous

- A. 26. Craft should be optional (11).
- 27. Craft should be compulsory (19).
- 28. There should be hobby classes (2).
- B. 29. Crafts to be upto the 8th class only (1).
- 30. Crafts to be continued in the higher classes (1).
- 31. Crafts to be continued in colleges (4).
- C. 32. Craft should be an examination subject (31).
- 33. Craft should be in public exam. (1).
- 34. Craft should be at par with other subjects (2).
- D. 35. There should be varied crafts (48).
- 36. There should be rewards and prizes (1).
- 37. Fees should be increased (1).
- 38. Competitions should be held (1).
- 39. Preference in Government service (6).
- E. 40. More time is required for craft work (46).
- 41. Duration of craft training may be increased from four to 6 years. (1).
- 42. One day for craft study for one class in a week (1).
- F. 43. Crafts should conform to local conditions (1).
- 44. Encourage local crafts (1).
- 45. Crafts to be started only where facilities exist (1).
- 46. There should not be any craft teacher at all (2).

CHAPTER V

TRAINING FOR TEACHING OF CRAFTS

In the history of formal school education in India crafts as part of general education are of comparatively recent origin. Some type of hand work in the form of sewing, needle work and tailoring was taught in the girls schools even in the 19th century. In boys schools there was no such thing as crafts but some drawing did occupy a place in the curriculum. These above subjects were more or less of optional nature, however, and were not treated as organised craft work. Consequently, training for the teaching of crafts as a subject in schools was unknown until the introduction of the scheme of Basic education. This scheme for the first time drew attention to the need for systematic training of craft teachers in schools. From the 1930s onwards, therefore, crafts began to be included as a compulsory subject in training institutions preparing teachers for junior and senior Basic schools. After independence, with the acceptance of Basic education as the national pattern of education for the elementary stage, the teacher training institutions at the unimer-graduate level all over the country are being gradually converted to the Basic pattern. Hence training in the technical craft skills along with other methods of teaching forms part of the regular teacher training course at the unimer-graduate level. At the post-graduate level as well, some teacher training institutions in every State are being run on the Basic pattern so that craft training forms a part of the regular programme at this stage also.

Apart from the regular organised training in the teaching of crafts imparted in the above two types of training institutions there are other facilities in India for training in craft skills. These facilities are in the form of craft training institutions that are run by the Central and State Governments. These have as their main purpose teaching technical craft skills but not to train teachers of crafts for schools. Although sometimes personnel trained in the various crafts in these technical institutions are employed by schools and training institutions for the teaching of crafts yet the general experience is that for schools as well as training institutions mere technical training in crafts is not enough. At the present time there does not seem to be any coordination between the needs of the Education Departments and the organisation of these purely technical institutions.

Since the implementation of any decision regarding the introduction of craft work in schools has to be made in view of the availability of craft teachers, an attempt has been made in this chapter to survey the existing facilities in the country for the technical training in crafts as well as training in the teaching of crafts.

There may be many limitations of the present survey as it is based upon very limited literature available to us and some information supplied by the State Departments of Education and the secondary schools in the States. However, it is hoped that this chapter will give a sufficiently good picture of the existing available facilities and suggestions for utilising such of the training facilities as are being ignored or not being utilised for lack of coordination between the education department and the departments organising such training.

(A) FACILITIES FOR TRAINING IN COTTAGE CRAFTS

In a large number of States some training facilities exist for various cottage crafts*. Such facilities are mostly for those who want to enter into specific occupations after training. Almost all of these courses are organised by Industries Departments, Labour Departments or other departments which have nothing to do with the needs of the Education Departments. Again, the complete lack of coordination between the training facilities available in the various Departments has led to ignorance about the institutions giving such training. Moreover, in the technical schools controlled by the Industries Department only preliminary training is provided to matriculates or non-matriculates and facilities do not exist in these technical schools for intensive training in crafts for qualified teachers.

(B) OTHER FACILITIES FOR TRAINING IN CRAFT AT TECHNICAL, POLYTECHNIC AND OTHER INSTITUTIONS

MAHARASHTRA:

In Maharashtra**, "teacher trainees teach crafts in training schools after obtaining the certificates of the junior or senior P.T.C. examinations." Formerly, some short-term courses of three or six months duration in craft work were conducted and the teachers trained therein taught craft in the schools. Since 1949, all the training colleges have been converted into Basic training colleges and hence no separate courses are run for teaching the crafts. As regards the training of personnel teaching in the training institutions, the following practice is followed:-

(1) Spinning and weaving:

Teachers are deputed for training to institutions at Sevagram, Wardha conducted by Akhil Bharti Seva Seva Sangha, Sevagram Wardha, and also to Khadi Vidyalaya, Tryambak Road, Nasik.

* See appendix VIII. A State-wise list of training facilities for cottage crafts

** Vide D.O. No. 653-D.2, dated 12.1.1962 from the Office of the Director of Education, Government of Maharashtra.

conducted by All-India Khadi Commission. Secondly, the teachers who have undergone the three or six month ^{short term} courses are also eligible to teach craft in training colleges. In some cases the best of the immediate Graduates trained in the Basic training institutions are eligible for appointment as craft teachers in the Training Institutions.

(ii) Agriculture: Persons who have passed the two years course of Agriculture Schools run for the Field Assistants are allowed to be recruited for teaching Agriculture Craft in Training Colleges.

(iii) Wood-work: Competent primary teachers trained in wood-work in Technical Schools are deputed for additional training to Government Training Institute, Aundh Camp, Poona."

BOMBAY

In Bombay there is a Handicrafts Teachers' Training College run by the Arts & Crafts Education Society. The College* offers the following three types of courses:

- (1) The Artisans Courses in Handicrafts;
- (2) The Craft Teachers Certificate Courses;
- (3) The Primary Teachers Course in Crafts.

In the Artisans courses in handicrafts, which are recognised by the All-India Handicrafts Board, Government of India, Ministry of Commerce & Industry, crafts such as - (i) cane & bamboo work; (ii) card-board work & book-binding; (iii) carpentry; (iv) clay work & pottery; (v) cloth printing & dyeing; (vi) leather work; (vii) metal work; (viii) tailoring & cutting; (ix) toy making (soft & wooden); and (x) weaving (hand-loom), - are taught. In the Craft Teachers Certificate Courses, recognised by Maharashtra & Gujarat, nine courses of instruction are included. These relate to cane work, card-board work and book-binding, carpentry (wood work), leather work, tailoring & cutting, bamboo work, cane & bamboo work, metal work, hand-spinning & weaving. The Primary Teachers Courses in crafts include paper folding, paper cutting, paper crumpling, simple paper flowers, garlands, crepe paper flowers, use of 'waste', simple weaving on card-board loom, clay work, card-board & straw-board work, and miscellaneous training in the preparation

* The details of the various courses are available from the Director of Technical Education, Maharashtra State, 3-Cruckshank Road, Bombay-1.

of marble papers, paste, glue, chalk sticks, etc.

ORISSA

In Orissa the status of craft and craft teaching is described as follows: * "In the Basic schools craft teaching is a compulsory part of the school programme. In the senior Basic schools it is examinable by assessment. Regular training is being given to the teachers of Basic schools while they are under training in at least three crafts, viz., gardening, spinning and weaving. The teaching is done by training graduates or other Craft Instructors who have had special training in crafts either at Wardha or at Koni. At present, gardening, spinning and weaving are the three main crafts in the Basic schools of Orissa. It is under contemplation to introduce carpentry, bee-keeping and horticulture as additional crafts. The matter is still under consideration.

"In the Basic schools one of the trained matriculates is put in charge of craft teaching as there is no special provision for appointing a craft teacher as such in the senior or junior Basic schools. But the teacher who handles craft-teaching is a trained hand proficient in the skill of imparting knowledge as well as necessary technique for the teaching of the crafts named above. In all the Basic Training Schools there is special provision for the teaching of the above three crafts and extensive areas have been acquired for gardening and agriculture. Necessary implements and other facilities are provided so as to enable the students undergoing training to get adequate facilities to acquire the knowledge and skill required for craft teaching. We have at present six Basic training institutions for matriculates who desire to be Basic teachers; and in all these six institutions the State Government have made adequate provision for craft teaching in spinning, weaving and gardening. The basic qualification for recruitment as craft teacher in any school is Matric Basic Trained. There are no special craft teaching institutions, as such, for the Basic schools. These Basic training schools are meeting the requirements of the State of Orissa so far as the junior and senior Basic schools are concerned.

"In the non-Basic schools at the primary level spinning and gardening are two important crafts which have

* Vide note of D.P.I. Orissa, ^{sent} same with his D.O. No. 95, dated 11.1.1962.

been introduced since the year 1952. Under the scheme of 'Orientation of Primary Schools towards the Basic Pattern' which is being implemented this year it is expected to provide various other crafts like- agriculture, clay-modelling, mat-making, toy-making, paper-pulp work in the Upper Primary schools and in classes VI-VIII which correspond to the Middle School the following crafts are to be introduced viz., tailoring, rope-making, carpentry, weaving, smithy, sewing and needle-work, and working with machine tools.....As regards the teachers, necessary provision is being made in the normal Training Institutions (Elementary Training Schools) for the teaching of craft to the prospective teachers and these crafts vary from gardening and agriculture to carpentry, weaving, spinning, tailoring at present. To give a technological ~~work~~ ^{bias} to the training programme it is intended to provide craft training in machine tools. Besides the 80 normal Training Institutions for primary school teachers we have a number of technical institutions in the State under the administration of the Industries Department which produce technicians in carpentry, shoe-making, weaving, tailoring and other useful crafts. The candidates who come out successful from these training institutions are appointed as craft-teachers in their respective trades in Middle English and High Schools where craft has been introduced recently. Since teachers are not readily available for all the schools craft teaching has been made optional so far. But it is gradually being introduced in almost all the Middle English and High Schools. Matriculation is treated as the basic general qualification for admission into the teaching profession in the Basic schools and non-Basic Middle and High Schools. But as regards the non-Basic primary schools which are about 20,000 in number, we have to rely on the Middle-passed Elementary Trained teachers with just a little craft training plus required orientation courses which he will be compelled to attend periodically."

MADRAS

In Madras* apart from the craft instructors' course in the Teachers' College, Saidapet, there were 14 arts and crafts schools for women under the Industries Department and one L.P.N. Institute, Ratchanyapurem, Madurai District, under the control of the Education Department. In 1957-58, the craft instructors courses related to wood-work and weaving. The L.P.N. Institute provides special training in crafts like weaving, home craft, pottery making, toy-making & basketry.

* Report on Public Instruction in the Madras State for the year 1957-58.

CENTRAL GOVERNMENT

The need for the training of craft instructors has also been realised by the Central Ministry of Labour. The Advisory Committee on Technical Training which was set up by the Labour Department of Government of India in their meeting in 1944 recommended the introduction of a scheme of training craftsmen for industry on a national basis. The Committee drew pointed attention to the shortage of instructors and recommended that their training must be an urgent and indispensable feature of the scheme for training craftsmen. The All-India Council for Technical Education endorsed this recommendation in April, 1946 and a Conference of Labour Ministers of Provincial (now State) Governments decided that a central institution for training instructors should be set up. In pursuance of this decision, the Central Training Institute for Instructors was established in April, 1948 at Koni (Bilaspur) in Madhya Pradesh. The main objects* of the Central Training Institute are:-

"(i) to provide a course of theoretical and practical instruction in various trades and in the art of teaching to Instructors employed in Government or private institutions and establishments;

(ii) to train new Instructors who could meet the needs of existing institutions or of those to be started under the development plans of the country; and

(iii) to provide a refresher course for Instructors so that they could always remain up-to-date in the knowledge of their trades and keep themselves familiar with the latest methods of production as well as teaching."

There are now about 5 to 6 such institutions in the country.

*reval
ing* The Central Education Ministry wanted to utilise ^{as many of the existing facilities as possible for the} purposes of training teachers for craft teaching in the schools. At the instance, therefore, the Central Institute at Koni (Bilaspur), agreed to start separate special courses for the training of teachers in the crafts required in schools and training institutions. ^{in the crafts required} The ~~several~~ State Departments were advised to send teachers for training in craft to this Central Institute but for some reason this arrangement did not prove to be successful.

In addition to the above facilities, the Basic Education Committee of the Khadi & Village Industries Commission which met at Sevagram in 1957 decided that craft refresher courses should be arranged by the Education Departments of the States, with the help of the Khadi & Village Industries Commission, for those trained in the Basic educational institutions. Two years later the Committee
* Central Institute for Instructors, Koni - Bulletin for General Information; 1955.

resolved that the State Governments may be requested to give a definite and agreed upon plan for the vocational training of Basic school teachers. The Commission has brought out two very valuable pamphlets: (1) Assistance to Basic Institutions; & (2) Training in Khadi & Village Industries. The second pamphlet gives full information regarding the types of training courses devised by the Commission. It would also be possible to work out some sort of arrangement with other Central agencies and authorities like Small-Scale Industries, All-India Handicrafts Board, Extension Training Department of the Ministry of Food & Agriculture, etc., for the training of craft teachers required for the schools and training institutions. Some sort of coordinated effort and initiative are necessary.

(C) Training facilities for the teaching of crafts in the training institutions at the higher secondary level

(1) Training facilities for the teaching of crafts in the training institutions at the higher secondary level

Crafts form an important part of the curriculum of teacher education for the elementary school level. The aims of teaching crafts in these institutions reveal the purpose and scope of this subject. In the syllabus prescribed for Maharashtra and Gujarat for their junior and senior certificate in teaching, the aims are stated as follows:

"(i) To enable the students to understand intelligently all the processes involved in the craft from raw-materials to finished products;

(ii) to enable the students to handle the equipment, maintain it carefully, do minor repairs or replacements when necessary and set up apparatus;

(iii) to acquire skill in artistic production of articles prescribed in the syllabus; and

(iv) to enable the students to correlate the knowledge gained in the craft, theory and practice with the academic subjects taught in schools."

The same syllabus sets out the objectives of teaching auxiliary or subsidiary crafts in the following statements:-

"In Basic schools, where education is to be imparted through life, the needs of life will touch upon more than one craft and, as such, auxiliary crafts are

included in the curriculum of Basic training institutions. The auxiliary crafts selected will serve as complements to the basic craft. The objectives of including auxiliary crafts will be to give the trainees the fundamentals of a related craft at a lower level, enable the trainees to see their relation to the basic crafts or the life of the people, and give them mastery over some of the fundamental processes in the practice of the auxiliary crafts. Such crafts will provide the trainees richer opportunities of correlating academic knowledge with them."

In the syllabus for Delhi the aims of teaching paper and card-board work have been stated as follows:-

"(i) To create a taste for making simple and beautiful things; (ii) to develop in the trainees a love for decorative designs; (iii) to enable them to realise the value of handwork; and (iv) to enable the trainees to correlate the knowledge gained in crafts with other subjects of the school."

The crafts offered in the various syllabi for teacher training at the under-graduate level have been listed in table 2\ below:

Table 2\

State	Main Crafts	Subsidiary Crafts
ANLHRA	Spinning & weaving, gardening, Agriculture, Woodwork, Leather work, Pottery/Clay modelling, Tailoring, Card-board work, Metal work.	Paper making, Bee keeping, Poultry farming, Mat weaving, Needle work, Fibre and Grass work, Basketry, Soap-making.
ASSAM	Spinning & Weaving, Gardening.	Bee keeping, Sewing and Needle work, Cane and Bamboo work.
BINAR	Spinning & Weaving, Gardening & Agriculture, Woodwork, leather work, Tailoring, Card-board work, Metal work, Needle work.	Sericulture, Poultry farming and Pisciculture, Mat Weaving, Basketry.
MAHARASHTRA & GUJARAT	Spinning & Weaving, Agriculture, Wood work & Card-board work.	Gardening, Cardboard work, Mat work , Needle work, Home craft.

Table 21 (Cont.)

State	Main Crafts	Subsidiary Crafts
DELHI	Spinning & Weaving, Agriculture & Horticulture, Wood-work, Card-board work and paper work, Metal work, Home craft.	
HIMACHAL PRADESH	Spinning & Weaving, Gardening,	Wood work, Card-board work, Bee-keeping, Poultry farming, Soap-making.
JAMMU & KASHMIR	Spinning & Weaving, Agriculture, Wood work including card-board work, Home craft.	
KERALA	Spinning & Weaving, Agriculture & Gardening, Wood work, Leather work, Pottery & Clay work, Paper & Card-board work, Metal work, Palm-leaf work, Needle work and embroidery, Basketry (Any one from the each group).	
MALHIA PRADESH	Spinning & Weaving, Gardening, Agriculture.	Wood work, Leather work, Pottery/Clay modelling, Tailoring, Card-board work including paper work.
MADRAS	Spinning & Weaving, Gardening, Agriculture, Kitchen work.	Leather work, Pottery and clay modelling, Tailoring, Card-board work, Metal work, paper making, Bee-keeping, Poultry farming, Mat-weaving, Needle work, Fibre and Grass work, Basketry, Soap-making.
MANIPUR	Spinning & Weaving, Gardening, Wood work, Pottery, Clay Modelling, Tailoring.	
MYSORE	Spinning & Weaving, Agriculture, Wood work with paper and card-board work, Home Craft.	Gardening, Leather work, Card-board with paper work.
ORISSA	Spinning & Weaving, Gardening, Agriculture, Wood work, Card-board work, Metal work.	

Table 2\ (Cont.)

State	Main Crafts	Subsidiary Crafts
PUNJAB	Spinning & weaving, Gardening, Wood work, Home Craft.	Leather work, Pottery and clay modelling, card-board work, paper making, bee-keeping, poultry farming.
RAJASTHAN	Spinning & weaving, Home Craft.	Gardening, Agriculture, Wood work, Pottery/clay modelling and papier machie, tailoring, card-board work.
UTTAR PRADESH	Spinning & Weaving, Gardening & Horticulture, Agriculture, Wood work, Leather work, tailoring, Metal work, Basketry, Cane and raffia work, Home craft.	
WEST BENGAL	Spinning & Weaving, Gardening.	Card-board work, Paper work and leaf weaving, Poultry farming.

It will be seen from the above table that practice for prescribing main crafts and subsidiary craft vary. In all the syllabi ~~are total of~~ nearly 40 crafts are stated. The most common ones are spinning, weaving, gardening, agriculture, paper work, card-board work (including book binding), wood work (including toy making) and home craft. Following these come clay modelling, leather work, metal work, tailoring, needle work and work in a variety of local materials such as fibre, grass, leaves, bamboo, cane, willow, raffia and coir. Basket-making and mat weaving are including in this category. Some syllabi provide for activities like bee-keeping, poultry farming, pisciculture, and dairy farming. Only a few syllabi provide for sericulture, dyeing and printing, soap-making, papier machie, masonry, foundry, lead and wire work, oil pressing, or the making of "gur", pickles, "chatneys", "murabbas", etc. different

Some of these crafts are prescribed separately as well as in combinations. Common combinations are: spinning and weaving; gardening and agriculture, horticulture and agriculture; paper work and card-board work; card-board work and wood work; tailoring (or sewing) and needle work; basketry and cane and raffia work; bamboo and cane work. In some cases, paper work, card-board work and wood work are all combined to form one course.

(2) Training facilities for crafts at the Post-graduate level:

Crafts form an important part in the training of Basic school teachers even at the post-graduate level. Usually two or three crafts are prescribed by all the syllabi although the practices differ slightly from State to State. The general trend seems to be to train each teacher-trainee to teach two crafts - one called major and the other subsidiary. In a few institutions no distinction between major and subsidiary crafts is made and there are compulsory and optional crafts.

The crafts taught to pupil teachers in post-graduate Basic training institutions are listed State-wise in table 22 below:

Table-22

CRAFTS TAUGHT TO PUPIL TEACHERS IN POST-GRADUATE BASIC TRAINING INSTITUTIONS

Name of State	Crafts taught
ANDHRA	(i) Cotton; (ii) Gardening
ASSAM	(i) Spinning; (ii) Agriculture & Gardening; (iii) Carpentry; (iv) Sericulture; (v) Smithy.
BIHAR	(i) Agriculture; (ii) Wood-work; (iii) Textiles; (iv) Card-board; (v) Spinning; (vi) Drawing & painting; (vii) Leather work; (viii) Photography.
DELHI	(i) Spinning & weaving; (ii) Vegetable farming; (iii) Card-board modelling (iv) Wood-work;
GUJARAT	(i) Spinning & weaving; (ii) Kitchen gardening; (iii) Card-board work.
HIMACHAL PRADESH	(i) Spinning & weaving (ii) Agriculture; (iii) Wood work; (iv) Leather work; (v) Art & painting.
KERALA	(i) Cotton craft; (ii) Agriculture; (iii) Wood work; (iv) Card-board work; (v) Book-binding; (vi) Bee-keeping; (vii) Bamboo work; (viii) Mat weaving.
MADHYA PRADESH	(i) Agriculture; (ii) Spinning & weaving; (iii) Wood work; (iv) Horticulture; (v) Fret work; (vi) Clay modelling; (vii) Card-board work; (viii) Paper work.
MADRAS	(i) Cloth craft; (ii) Agriculture.

Table 22 (Cont.)

Name of State	Crafts taught
MAHARASHTRA	(i) Spinning & weaving; (ii) Vegetable gardening & Agriculture; (iii) Paper work & Card-board modelling.
MYSORE	(i) Spinning & weaving; (ii) Wood work; (iii) Card-board modelling.
ORISSA	(i) Wood work; (ii) Agriculture; (iii) Spinning & weaving
PUNJAB	(i) Spinning & weaving; (ii) Agriculture; (iii) Wood work; (iv) Drawing & Painting; (v) Leather work; (vi) Clay modelling; (vii) Card-board work.
RAJASTHAN	(i) Spinning & Weaving; (ii) Agriculture; (iii) Card-board & Paper cutting; (iv) Wood work; (v) Leather work; (vi) Clay modelling.
TRIPURA	(i) Agriculture; (ii) Spinning & weaving; (iii) Carpentry; (iv) Basketry; (v) Music or art.
UTTAR PR. DESH	(i) Agriculture; (ii) Home Science; (iii) Spinning - weaving; (iv) Tatpatti weaving; (v) Gardening.
WEST BENGAL	(i) Spinning & weaving; (ii) Cane work; (iii) Bamboo work; (iv) Coir work; (v) Carpentry; (vi) Paper work; (vii) Card-board work & Book-binding; (viii) Metal work; (ix) Agriculture; (x) Needle craft; (xi) Mechanical Drawing; (xii) ^{music} ruins ; (xiii) Decorative arts.

There are a variety of major and subsidiary crafts. The above table names about 33 crafts that are provided in different States by various training institutions. The crafts most generally taught include spinning and weaving, agriculture and wood work as major crafts and card-board modelling, leather work, tailoring and horticulture as subsidiary crafts. Other crafts less frequently taught include sericulture, smithy, metal work, book-binding, bee-keeping, bamboo work, mat weaving, fret making, paper work, wood turning, basketry, home science, coir work, needle craft, etc.

The theory of craft work is also taught and in many syllabi a certain percentage of total marks in craft work are specially assigned for theory. The time devoted for the practice and teaching of craft as well as the standards of achievement maintained in respect to quantity, quality and money value differ among the institutions. The time a pupil-teacher devotes to craft work generally varies from 1½ to two hours per day

although in some institutions it is as low as $\frac{2}{3}$ of an hour or as high as 2½ hours per day. Data on this point are not adequate for exact generalisations. It may be a useful in a subsequent study to collect detailed data on these aspects and thereby suggest optimum standards of achievement for craft work.

(D) SOME RECENT TRENDS

In some States the trend in respect to trainingth of craft teachers appears to be towards opening special craft wings or departments attached to teacher training institutions. In Bihar a special wing for training teachers' in crafts has been attached to the Reformatory School, Hazaribagh, and training is imparted here in carpentry (wood work) paper and card-board work, weaving, tailoring trade, leather work, cane & bamboo work, metal blacksmithy & tin smithy, dyeing and printing, and also some aspects of the electricians trade. The Bihar State Seminar on Primary Education held in October, 1961 in Patna made a proposal for the conversion of at least one senior training school in each division into a training centre for craft. The Teachers' College, Saidapet, Madras, already has a special craft instructors course. Similarly, it is understood that Madhya Pradesh has recently started a craft teachers training section in the Post-Graduate Basic Training College at Bhopal. Rajasthan has a special handicrafts teacher training institution run by the Vidya Bhawan Education Society at Udaipur. Uttar Pradesh has a strong department at the Constructive Teachers' Training College, Lucknow. It is reported that Tripura is finalising its syllabi for craft teacher training.

The above facts indicate that training facilities for crafts teachers exist in three types of institutions:

- (a) Institutions run by the Industries Department or Vocational Training Institutions;
- (b) Teacher training institutions under the control of the Education Departments of the States;
- & (c) Special craft training institutions or wings attached to the teacher training institutions for training of teachers in crafts under the control of the Education Departments.

In a large majority of Indian junior and senior Basic schools craft is usually taught by teachers trained in the Basic teacher training institutions at the under-graduate and post-graduate levels. In some secondary schools^{to} in a

few States teachers trained in Basic training colleges are employed for the teaching of crafts. Basic teacher training institutions, however, do not seem to be the main source from which they get their craft teachers. In our questionnaire sent to the secondary schools one question requested them to state the names of the institutions in which their craft teachers had been trained. The institutes reported in response to this question have been listed as part of the State report in Appendix IX. Since it may be helpful here to see from where actually the secondary schools are at present drawing their craft teachers, the training institutions reported by the schools in the different States are listed below State-wise.

Table-23

State	Institutions from which craft teachers are drawn by secondary schools:
ANDHRA	<ol style="list-style-type: none"> 1. Junior Technical Schools at Sikandarabad, Nallapalli. 2. Government Technical Schools at Naredpalli, Hydenbad, Mashirabad, Rajahmundhari. 3. College of Fine Arts, Hyderabad. 4. Allauddin Technical School. 5. Khadi Naul Musliien, Kachiguda. 6. Government Polytechnics, Department of Technical Education, Vocational Institute, Ramganj. 7. Markasi Madursa. 8. Weaving Institute. 9. Vivek Vardhani Training College of Tailoring, Hyderabad. 10- Ambar Charkha Training Centre, Hyderabad. 11. Village Industries, Centre, Hyderabad. 12. Home Science College and Multipurpose schools, teachers colleges, teachers training schools, Basic training colleges, arts and crafts schools and Khadi Gram Udyog, Hyderabad.

* Based on the replies received from secondary schools.

Table 23 (Continued)

State	Institutions from which craft teachers are drawn by secondary schools:
BIHAR	(1) Basic Training School; (2) Sarvodaya Training Centre; (3) Teachers Training College.
GUJARAT	(1) Gujarat Vidyapeeth, Ahmedabad; (2) Vallabh Vidyabhawan, Bochasan; (3) Chimanbai Udyog School, Bawda; (4) Kelsward Mandal, Balasinor; (5) Government B.T. College, Rajpipla; (6) Stri Mandal, Surat.
KERALA	(1) Industrial Training Institute, Khadi Board; (2) Industrial Training School; (3) Government Training Institute, Beypose; (4) Occupational Institute, Trichur; (5) Post-Graduate Basic Training College, Trichur; (6) Basic Training Schools; (7) Ramvaran Technological Institute, Trichur.
MADHYA PRADESH	(1) Industrial Training School, Bilaspur; (2) Soap-making Training Institute, Indore; (3) Gardening Training Institutions, Indore; (4) Kala Niketan, Jabalpur; (5) Vocational High Schools, Jabalpur (also at Khandwa and Raipur); (6) Government Basic Training College, Jabalpur; (7) Krantiya Shikshan Mahavidyalaya, Jabalpur; (8) Home Science College, Jabalpur.
MADRAS	(1) Lady Willingdon Institute for Craft, Madras; (2) Government Teachers College, Madras; (3) Government Technical Institute at Coimbatore, Madras and Vanaspatt; (4) Textile Institute, Madras; (5) Arts and Crafts School, Mumbakenar; (6) Government Textile Institute, Coimbatore; (7) Harijan Industrial Institute, Vidnolakisam.
MAHARASHTRA	(1) Handicrafts School - Akola; (2) Industrial Training Institute - Amravati; (3) Government Basic Training College, Amravati; (4) Handicrafts Teachers Training College, Bombay; (5) J.J. School of Arts, Bombay; (6) Elphinstone Technical High School, Bombay. (7) Government Industrial Training Institute, Nagpur; (8) Cottage Industries Training School, Nagpur; (9) Vocational High School, Nagpur; (10) Khadi Gramodyog Mahavidyalaya, Nasik; (11) Industrial Training Institute, Oudh; (12) Institute of Modern Art, Poona;

Table 23 (Cont.)

State	Institutions from which craft teachers are drawn by secondary schools:
<p>13. Khadi Granodyoga Mahavidyalaya; Wazir 14. Dhartiya Kala Karsarani Sabha; 15. Buldana School of Carpentry.</p>	
Andhra	<p>1. Krishna Rajender Silver, Jubilee Technological Institute, Bangalore. 2. Agricultural colleges at Bangalore, Warangal and Bahel. (3) Government Basic Training Centres; (4) Department of Industries and Commerce. (5) Department of Horticulture; (6) Polytechnic institutions.</p>
Assam	<p>(1) Institutions at Angul, Barampur, Balanjar, Barasinghpur, Bongaigaon, Dumbulpur, Sundargarh and Tezpur. (2) Sewing Tailoring Institute, Puri; (3) Poor Cottage Industries, Cuttack; (4) Orissa School of Engineering; (5) Orissa Kala Vidyalaya, Bhubaneswar; (6) Craft Tailoring Centre, Mayurbhanj.</p>
Bihar	<p>(1) Vidyabhawan Handi-crafts Institute, Udaipur; (2) S.S.C. Schools; (3) Institutions of Social Welfare Departments; (4) Industrial Training Institute; (5) Sir J.J. School of Arts, Bombay; (6) Jamia Millia, Delhi; (7) Bilaspur Crafts Institute, Bilaspur.</p>
Uttar Pradesh	<p>(1) Junior Teacher Training Institutions; (2) Training colleges; (3) Extension Teachers Training Institutions at Pratappgarh, Gorakhpur and Rudarpur; (4) Wood work Institute, Lucknow; (5) Constructive Training College, Lucknow; (6) Arts and Crafts Centre, Lucknow; (7) Central wood work Institute, Allahabad; (8) Craft School, Allahabad; (9) Craft Institute, Allahabad; (10) Art Training College, Allahabad; (11) Drawing and Handicrafts Centre, Allahabad; (12) Weaving and Spinning College, Varanasi; (13) Refresher Course Training College, Pratappgarh; (14) Home Science Training College; (15) Government Central College, Kanpur.</p>

Table 23 (Cont.)

State	Institutions from which craft teachers are drawn by secondary schools;
WEST BENGAL	(1) Saroj Nathini Training School; (2) Brahma Training School; (3) Vishwa Bharati; (4) Government Training College for Arts & Crafts; (5) Lady Brabourne College, Calcutta; (6) Shripur B.E. College; (7) Shriniketan College, Industries Training Centre; (8) Polytechnical Institutes at Fulia, Kalyani and Chhirsompo.

It is clear from the above table that the secondary schools are at present drawing craft teachers from a large variety of institutions including technical schools, art institutions, polytechnic departments, specialised craft institutes, industries departments, home science colleges, Basic training colleges, private centres such as Servodya Training Centres, Khadi Gramodyog, Vallabh Vidyabhawan, etc.; occupational or vocational institutions; technological institutes, agricultural colleges, departments of industries and commerce, department of horticulture; schools of engineering and institutions of social welfare departments. We have no information which indicates how far the training offered by these various types of institutions is suitable for secondary school craft teachers. The need for a careful study of the syllabi of these various institutions and of the coordination between the Education Department and the agencies organising such institutions is ~~gratobvious~~ obvious.

The decision to introduce craft teaching in elementary and secondary schools necessitates an adequate supply of well trained craft teachers. Teaching crafts requires not only the usual professional knowledge about the theory, principles and techniques of teaching but also special technical knowledge of the crafts being taught. The lack of adequately qualified teachers has affected the progress of craft instruction in schools not only in India but in many other countries where craft is adopted as a school subject.

Various ways and means have been adopted to overcome the shortage. In various countries one or more of the following have been tried: (i) Giving further technical training in crafts for a year or so to practising teachers who are already professionally trained, (ii) appointing diploma holders from industrial or vocational schools, or from arts and crafts training centres to teach handicrafts and subsequently giving them regular professional teacher training or arranging special short-term courses professionally during vacations or holidays; (iii) appointing an artisan or craftsman to teach crafts for a period during which a trained teacher works with him as an apprentice; (iv) incorporating the theory and practice of crafts as an integral compulsory part of the usual courses of teacher training.

The ^{position} status of craft teacher training ^{in some of the} countries of the world is summarised as follows in the Geneva Report on "The Teaching of Handicrafts in Secondary Schools," (1950, pp. 25-26).

"Different ways of meeting the more or less transitional lack of qualified teachers, have been found.

One way, followed in India (Madras and Central Provinces and Berar), and Switzerland (Geneva and Zurich), is to organise supplementary technical courses for trained teachers. In the Union of South Africa (Cape Province and the Orange Free State), students wishing to take up handicrafts are required to take a one-year specialist course after their teacher training course. In Austria, there are technical and practical further training courses at the academy of plastic arts in Vienna. In Holland, class teachers themselves in most cases teach handicrafts, after obtaining the necessary official permission.

Further training courses in handicrafts, organised for secondary teachers, and taking place in the holidays, also go some way towards meeting the need for both technical and professional qualifications.

Certain countries mention supplementary technical courses----but give insufficient details as to what degree of preliminary teacher training is required.

In Australia, Ceylon, Egypt, India (West Bengal), New Zealand, Panama and Thailand, it is common practice to appoint diploma students from industrial, arts and crafts, and other specialist schools, to teach handi-crafts

Handicrafts teachers for Argentinian secondary schools are to receive the same training as teachers for the vocational and technical schools.

In Canada (Ontario), England and Wales, Finland, France and the Union of South Africa (Natal), craftsmen are sometimes appointed to teach handicrafts at secondary level. There are special courses for them in England and Wales; in Finland they are required to have a certain minimum of teacher training, and in France to pass a preliminary test.

In Austria, England and Wales, France and Switzerland (Basel City), general secondary teachers who have taken handicrafts as a special option in their diploma examination, may be appointed to teach the subject.

In Switzerland (Neuchatel), handicrafts are usually taught by specialist teachers who have passed a certificate examination that includes a test of their teaching ability, but they are not required to possess a teacher's certificate.

It is of particular interest that there are two special training centres for handicrafts teachers in Denmark, which all normal school students wishing to specialise in the subject must attend. In Norway, similarly a national school of handicrafts and drawing was established in 1938.

In some countries, facilities for specialist training do not yet exist, and handicrafts are then taught by class teachers with ability and liking for the subject."

CHAPTER VI

ADMINISTRATIVE ASPECTS

The Assessment Committee on Basic Education in 1956, while making its observations regarding the need for a suitable administrative set up, said: "Give us good administration and we will give you good Basic schools". This statement holds true to a large extent in the case of effective organization of any aspect of education. Administration has an important role to play directly as well as indirectly in making things function effectively. In craft education the role of administration involves planning concrete and clear objectives of the introduction of crafts at various stages, preparing well thought out graded syllabi or curriculum in craft work, preparing guide and reference books for the teachers of craft at various school levels, providing an adequate number of suitably educated and trained teachers for craft work, arranging for timely and adequate supplies of suitable raw-materials to schools, providing adequate craft equipment and workshop and building facilities for the day-to-day craft work and the storage of raw-materials and finished craft products. In addition to the above, administration must provide suitable supervisory or inspectorial personnel in order to see that the schools' craft programme is maintained and improved in all of its aspects. The fact that a supervisor or inspector is incharge of an area having a number of schools, means that his varied experience can help coordinate and enrich the craft methods and programmes in the individual schools.

An attempt was made in the present study to gather information about the existing administrative practices in respect to craft from the different State Departments of Education. Information was received from only 6 States and hence is quite inadequate. It is reported below however under several heads for whatever it may be worth.

Budget

No provision was reported of a separate budget heading for crafts. The State Departments generally replied that they do not make any separate provision for craft education in their educational budget. Gujarat, however, stated that it set apart 1.3% of the total educational budget for craft work in schools.

Accommodation

The State Departments of Education were requested to indicate formula if any adopted by them regarding the provision of accommodation for craft work per school, and the percentage of schools in each State which had actually had accommodation according to the prescribed formula. The information received from the States names is as follows:

Gujarat:

The specification for accommodation laid down for craft work in Basic schools is as follows : For agriculture 5 acres

of land and irrigation facilities are provided. For other main craft sheds of 30' x 18' are provided. In respect to middle or senior Basic schools, the question of accommodation as a whole is acute in urban areas, and therefore, craft-classroom adjustment is resorted to. The accommodation for agriculture in post-Basic schools or 'lokshala' as they are called, is prescribed at the rate of not less than 25 acres of land. The allotment of a particular course is made only to schools meeting this accommodation requirement.

Madras:

The specified accommodation for craft work in junior, senior and post-Basic schools is about 15 sq. ft. per pupil and in non-Basic schools about 25 sq. ft. per pupil. Information is not available regarding the actual accommodation facilities in the schools.

Maharashtra:

Craft sheds of the dimension of 30' x 18' are built in some large senior Basic schools. The number of such schools is small.

Uttar Pradesh:

For Basic primary schools no accommodation specifications are laid down for craft work. For wool craft and weaving in senior Basic schools accommodation is provided according to the number of students. For tailoring craft no accommodation has been specified. In high and higher secondary schools separate rooms are specified for tailoring, metal work and leather work. The size of the rooms depends upon the strength of students. It is reported that almost hundred percent of the schools have the specified accommodation facilities for wool work, weaving, metal and leather work.

West Bengal:

There are no specifications regarding craft accommodations in Junior Basic schools where a classroom itself is changed into a craft class. In senior Basic schools one room is allotted for each craft. The recommended space per student is 15 sq. ft. and almost all schools meet this recommendation. The specifications for craft accommodations in higher secondary schools and multi-purpose schools are the same as for senior Basic schools i.e., one room for each class with the area being calculated at the rate of 15 sq. ft. per child. The actual accommodations provided in higher secondary schools is not mentioned but in the case of multi-purpose schools the specified accommodation has been provided in all schools. In post-Basic schools and in public schools one room is also allotted for each craft.

It is apparent from the above that the specifications laid down by the various State Departments of Education are different. In some States standard sizes of craft classes or craft sheds have been evolved whereas in other States, the

craft accommodation is calculated according to the number of children in the class. The rate for such calculations is 15 sq. ft. per child for basic schools in West Bengal and Madras. It seems clear that this aspect of the administration of craft work needs more attention and formulae need to be evolved for the provision of accommodation for different crafts and for schools of different levels. This observation is supported by the fact that while giving their suggestions for improving craft work, 101 schools suggested that more space for craft work should be provided.

Equipment for Craft Work

By and large it appears to be common practice for the Education Department to provide craft equipment to the schools. Some secondary schools reported that ^{some} members of the student-body possess their own set of tools. This does not seem to be a common practice in any of the states. As regards the specifications laid down in this respect by the Departments some of the information received is as given below:

Andhra Pradesh:

No formula has been devised for calculating craft equipment needs and individual schools are authorised to purchase their own equipment. In some multi-purpose schools pupils are required to bring their own materials and are given the finished products in crafts like cooking and tailoring. Usually the previous year's purchases are used for the current year and the current year's purchases are reserved for the following year. For repair of craft equipment no contingent fund is made available to schools. The private multi-purpose schools, however, reserve some grant for this purpose. Generally the schools make their own arrangements for the repair of craft equipment.

Although the above information is inadequate to warrant any generalisation about the country as a whole, it does indicate the need for a systematic study of the craft equipment procedures being adopted in the States and of their experiences with these procedures. Such a study would be of undoubted value in evolving effective ways of calculating the equipment needs of schools of different levels for different crafts, procedures for supplying the equipment to the schools and for making arrangements for its timely repair.

Gujarat:

In respect to craft equipment the position in Gujarat is similar to that in Maharashtra. In basic schools the equipment is supplied by the Education Department. However, pupils in basic schools are persuaded to purchase their own spinning wheels. Individual non-Basic middle schools make their own purchases as equipment expenditure is subject to grants and is not to be borne by the Government in full. (Non-Basic middle schools are usually non-Government schools). It is reported that the schools usually get the equipment in time. The repair of equipment this is arranged for by individual schools. For equipment repair payment is made from

general grants rather than separate contingent grants. Workshop facilities are not available for repair of craft equipment.

Madras:

Equipment required for cloth craft for a junior Basic school having five grades is at a rate of Rs. 300/- per teacher. The equipment is supplied by the Department in case of junior and senior Basic schools. For secondary schools the Education Department sanctions the grant.

The repair of craft equipment is arranged by the school management and the expenditure is met from the general contingent fund.

Maharashtra:

Specifications are laid down for the equipment required for introducing each of the following crafts: wood work, agriculture and spinning weaving in various classes of the elementary stage i.e., classes I to VII and it is reported that almost all schools have got the specified equipment. The procedure adopted is that the needs of the particular schools are assessed by the Administrative Officers of the school-boards who then place the order for equipment with the Village Industries Board, Bombay. The grants for expenditure in crafts are sanctioned by the Government. Generally the schools get equipment in time but in a few cases when the Village Industries Board is over-loaded the equipment comes to the schools rather late. For the repair of craft equipment the schools are authorised to employ local artisans and a contingent grant is given to the schools for this purpose. Neighbouring schools sometimes help one another in the repair of craft equipment.

Uttar Pradesh:

The lists of equipment prescribed for various crafts are given.* For agriculture work in Basic primary schools a one to three-acre farm is mentioned as the requirement while for a middle or high/higher secondary school a farm of 3 to 10 acres and a bullock, if necessary, are mentioned as requirements. It is reported that all the schools have the prescribed equipment for craft work. In Basic primary and senior Basic schools equipment is supplied by the Department through Interim Kila Parishads and it is usually supplied in time. In the case of equipment for secondary schools the Department authorises the Government schools to make their own purchases. Other recognised secondary schools purchase equipment from their own funds.

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See Appendix

As regards the repair of craft equipment no contingent fund is supplied to Basic primary schools. In senior Basic schools or junior~~high~~ high schools a contingent fund of Rs.60/- per annum for wood craft, weaving and other craft is made available. For agriculture the repair of equipment, etc., is paid for through the sale of farm produce. In government high and higher secondary schools the allotment of funds for equipment repair is made according to the strength of students. Other recognised high and higher secondary schools make their own provision for repair of craft equipment. All the schools are required to get the tools repaired themselves. There is no separate external agency created for this purpose. It is also mentioned that workshop repair facilities are not available in individual schools nor do the neighbouring schools help one another in this respect.

West Bengal

Lists of equipment to be supplied to schools for different crafts have been standardised and the quantitative requirement of equipment is determined according to the type of work and the number of students. In the case of Junior Basic schools the equipment is supplied by the Department. All other schools purchase the equipment themselves. For the repair of equipment some contingent fund is made available according to needs. Generally each school makes its own arrangements for repair but sometimes the equipment is sent to other workshops.

Raw-Materials for Craft Work

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An attempt was made to get information about the way the different States calculate the raw-material needs of the schools and the degree to which raw-materials were actually supplied according to the prescribed formula. The information as received from six of the States is summarised below:

Andhra Pradesh:

No formula has been devised for calculating the raw-material needs of individual schools. The Department authorises individual schools to make their purchases. In some multi-purpose schools the pupils bring raw-material in the case of some crafts like cooking and tailoring. Raw-materials purchased during the previous year are used for the current year.

Gujarat:

In Basic schools the cotton for craft work is supplied by the Education Department according to the following formula:

1½ pounds in standard III

1½ pounds in standard IV

3 pounds in standard V

3½ pounds in standard VI

4 pounds in standard VII

While the Department generally supplies raw-materials, schools are sometimes authorised to purchase the material themselves. For non-Basic schools which are not Government managed the formula for calculating needs of raw-material and the supply of the raw-material is determined by the respective school management. The Department makes the purchase of raw-material during the period February to March and these purchases are utilised for the next year. The raw-material is usually supplied to the schools in time. The requirement of raw-material to multi-purpose schools is determined according to the needs of individual schools and the schools purchase the raw-material directly. In post-Basic schools the raw-material needs are determined as per provision made in the budget and the individual schools purchase raw-material required themselves.

Madras:

The requirement of raw-material per school is determined according to the average number of pupils in each grade and according to the production targets per student as specified by the Department. All the schools get raw-material according to these standards. The cotton for cloth craft is supplied by the Department when the school requires it.

Maharashtra:

There is no special formula for calculating the raw-material needs for individual schools. Roughly one to two rupees per pupil for cotton craft and Rs. 5/- for wood work are sanctioned. Almost all the schools receive the raw-material on the above basis. The administrative officers of the District school Boards purchase raw-material (cotton) in open bazaar from cotton growing parts of the District or from other District. The individual schools are also allowed to purchase the raw-material locally if it is not supplied by the District school Boards. Purchases of raw-material are made at the beginning of the session and the material is supplied to individual schools in time.

Uttar Pradesh:

For Basic primary and junior high schools a lump-sum grant per school is given through the Interim Zila Parishad

and this body makes arrangements to supply the raw-materials according to the needs of individual schools. In middle classes attached to Government schools there is a specific provision for raw-materials in the budget. The recognised non-Government schools make their own arrangements according to the requirement. The raw-material is supplied usually in time although delay occasionally results from procedural difficulties. The raw-material is supplied usually in the first or second month of the year. In the case of high and higher secondary schools purchases are made by the schools themselves from the funds supplied by the Department. Students are not required to bring their own raw-materials.

West Bengal

It has been reported that the amount of raw-material needed in a year is calculated on the basis of jobs planned for the year. The individual schools make their own purchases of raw-materials and thus get them in time. These purchases are usually made at the beginning of the academic session.

It is obvious from the above accounts of some States that some States adopt systematic criteria or bases for the supply of raw-material but on the whole it seems necessary to evolve some effective procedures for the same. Among the suggestions given by the secondary schools for promoting improvement of craft work 86 schools comment on the need for adequate and timely supply of raw-materials.

Disposal of the Finished Products of Craft Work - Utilisation of Income from it:

An essential corollary to the introduction of craft work in schools is the disposal of the finished products of craft work and the utilisation of income from it. The effective utilisation and ready disposal of craft products is essential for reasons such as the following:-

1. It provides stimulus for producing good finished articles and hence acts as a check on unsystematic and shoddy craft work.
2. It provides a psychological satisfaction to the children involved in the production of the articles when they realise that their goods have demand.
3. It can help the individual schools or the Education Department in recovering some part of the expenditure incurred on craft education.

These reasons pertain largely to the economic aspect of craft work. They do not deny, however, its educative value and this of course is the main reason for their being introduced in the schools. This is never disputed. Some economic gain can result for the systematic organisation of craft work and this helps in ensuring the systematic and scientific practice of craft work.

Information received from some of the States regarding the procedures adopted for the disposal of finished products and the facilities available in the schools for storing the finished articles is as follows:-

Andhra Pradesh:

In Junior and senior Basic schools almirahs and boxes are supplied for the storage of finished craft products. For the disposal of craft products the provision has been reported as follows:

Junior Basic Schools:

1. Banks are given to Khadi Boards;
2. Vegetables are taken away by pupils;

Senior Basic Schools:

The craft products are sold in the industrial exhibition.

High Schools:

1. Products are sold in the annual school fairs and/or given away as prizes in sports.

Multi-purpose schools:

1. The sale of finished products is organised.
2. Previously the products were used for supplying the National Cadet Corps with funds and refreshments. But since there is no budget for refreshment now, this practice has been stopped.
3. Articles prepared from cloth; vegetables and food products are taken away by the pupils.

In junior and senior Basic schools the factors determining the sale price of finished products are:

1. Recovery of the cost;
2. Market value.

In high schools the sale price is the cost of the raw-materials used.

The Department has some economic expectations from sale of craft products in Basic schools but not in other schools.

The income from the disposal of crafts products is utilised in junior Basic schools for children's welfare; in senior Basic schools for supplying fodder for cattle; in high schools for the purchase of craft equipment and improvement of the Department; and in multi-purpose schools for the improvement of the craft department. The actual average income from the disposal of craft products in junior Basic schools is reported to be about Rs. 15/- per school. In respect of a typical senior Basic school it is reported to be Rs. 60/- from the 'khadi' craft and Rs. 200/- from agriculture.

Gujarat:

The way craft products are stored and disposed of is almost the same in Gujarat as in Maharashtra. It is also mentioned that on the sale of 'khadi' a rebate of 25% is granted to pupils and teachers over and above 10 paise of Central Government rebate. In the case of multi-purpose schools it is reported that the sale price of finished products is determined by local market price. The average income per school from craft work in case of Basic school has been reported as follows:

Spinning and Weaving	--	Rs. 88.87
Kitchen-gardening and agriculture	--	Rs. 124.93
Card-board and wood work	--	Rs. 72.89

Madras:

The schools are provided equipment for the storage of finished products through the Khadi Development Department. The prices of such products are prescribed by the Khadi Development Department. The economic expectations from craft of spinning and weaving in Basic schools have been reported as follows:

Grade III	-	20 hanks per pupil
Grade IV	-	20 hanks per pupil
Grade V	-	30 hanks per pupil
Grade VI	-	40 hanks per pupil + 4 sq. yds. of cloth
Grade VII	-	40 hanks per pupil + 6 sq. yds. of cloth

The net income from craft work is given to the management of the schools for providing clothing and food to the school children and for equipment.

Maharashtra:

For storing finished craft products the schools are provided with tins and wooden cup-boards. For the disposal of these products the following steps are taken:

1. Pupils are encouraged to purchase 'khadi' produced in schools.
2. Efforts are made to sell the finished products.
3. Government officers are requested to purchase their stationery requirements from schools.

In determining the sale price of finished products, the cost of raw-materials, as well as labour and depreciation charges are taken into account. The Department expects to recover through the sale of craft products, the expenditure on raw-materials as well as labour and depreciation charges. The monies recovered are credited to the primary education fund. The average income from the disposal of craft products per school has been reported as follows:

Spinning & Weaving	-	137 1/2
Agriculture	-	165.5 1/2
Wood work	-	143.7 1/2

Uttar Pradesh:

The yarn from spinning is stored in boxes. In middle or junior high schools the products of craft work are stored in a room or in small godowns in the school.

As regards the disposal of finished products the yarn is usually given to the Khadi Bhandar. Cloth and other articles are usually given to the students but sometimes sold for nominal prices. The farm produce is partly distributed among the students and partly sold in the market. The sale price of finished products is generally fixed at the cost of the raw-materials utilised. In the case of farm produce the prevailing market rates are approved. While crafts are taught as a subject and not with any profit motive some profit is expected from agricultural farms and from spinning and weaving. From Basic primary schools there is no income in cash. In middle and secondary schools the income from craft is deposited in their accounts and purchases and other necessary expenditure are made out of it. In Government schools the income from craft materials is deposited in Government account. The income from the sale of agricultural farm produce of senior Basic schools is deposited in the school account and is utilised for the betterment of the school farm etc. The income varies from school to school.

West Bengal:

The finished craft products are stored in a godown. For their disposal meals, exhibitions, etc. are arranged. Articles are purchased by the students as well as by the people in the neighbourhood. The prices of finished products are fixed according to the price of raw-materials and the wages of the students as determined by the number of hours, devoted to the production. In the case of junior and senior Basic schools, the Department expects some economical return from craft work and income from the disposal of craft products is deposited in the treasury. Until very recently the Government directed schools to use money from the sale of craft products for school meals and uniforms.

It is clear from the above descriptions that the facilities provided for the storage of finished craft products, policies regarding the economic expectation from craft work and methods adopted for the disposal of craft products vary considerably among the six States reporting. The States have given information regarding the economic returns in different units. Some, as in the case of Maharashtra, have stated returns in terms of percentage of the expenditure on raw-materials, as well as labour and depreciation charges recovered. Some States have reported the economic return in terms of money for each craft and some have in terms of hands of yarn and yards of cloth. It is thus very difficult if not impossible to form ideas about the economic returns of any craft from craft products in the various States.

Supervision and Inspection of Craft Work

In order to ensure that the schools get the physical facilities like accommodation, raw materials, and equipment as well as craft teachers in time and according to the crafts prescribed in the schools, regular check through some supervisory machinery seems to be essential. Supervision is also needed to ensure the effective practice of craft in the schools. Two types of supervision are generally needed - supervision of the day-to-day working of the craft activities and periodical or occasional supervision by some higher and presumably more competent authorities who can also act as a liaison between the schools and the education department. Our information with respect to the supervisory practices comes again from six States only. It indicates that the day-to-day supervisor is generally done by the craft teachers and the headmasters of the respective schools. The practice in respect to supervision or inspection of craft work by some competent authorities at the level of the Education Department, varies from State to State. In Andhra, there is no particular arrangement for inspection in craft. It is reported that Deputy Directors and Deputy Education Officers inspect the schools in general. In Gujarat for Basic schools, such of the Assistant Deputy Educational Inspectors as have taken some Basic education course are appointed to supervise and inspect craft work. For non-Basic primary schools, Assistant Deputy Educational Inspectors are in charge of the supervision and in middle Basic schools Deputy Educational Inspectors inspect craft work along with other work of the schools. In high schools, higher secondary schools and post Basic schools Deputy Educational Inspectors or Educational Inspectors are entrusted with supervision.

In Maharashtra some Assistant Deputy Education Inspectors trained in craft work supervise and inspect the craft work in primary and middle schools.

In Madras, the craft work of junior Basic schools is supervised by the Deputy Inspectors of Schools and the Regional Craft Supervisor. In non-Basic/primary schools and senior Basic schools the Deputy Inspector of Schools is expected to supervise craft work along with other activities of the school. In non-Basic middle schools and high schools, the District Education Officer has this responsibility.

In U.P. at the primary and middle stage some member of the District Inspection Staff such as a Sub-Deputy Inspector of Schools or a Deputy Inspector of Schools do the supervision work. In high schools the supervision is done by the District Inspector of Schools and the Assistant Director of Education (Basic). It is reported that many of these officers have been given in-service training in crafts and that there is a scheme for giving such training to all the officers.

In West Bengal no arrangements exist for the supervision of craft work at the level of the Education Department.

From the above it is evident that generally there is no provision for separate personnel to supervise and inspect craft work. A more effective organization of craft work would arrange for some personnel to spend full time in supervision and improvement of craft practices in the schools. In this respect the example of the United Kingdom might well be followed. There craft supervisors in different regions see to it that the schools have the facilities necessary for the organisation of craft work and that the day-to-day craft practices are organized systematically and efficiently. In addition these supervisors give guidance to the craft teachers, make their experience of different schools available to all the schools in their regions, and organise seminars, refresher courses and in-service training courses. Occasionally, national seminars are also organized where the experiences of the different regions are exchanged.

In addition to the administrative aspects discussed above there are other things for which the Education Department has to be responsible. Among these additional responsibilities are:

Syllabi Preparation:

A perusal of the various syllabi for different levels of schools of the various States leaves much to be desired. Some of the striking limitations of our existing syllabi seem to be:

- i) The absence of a very clear statement of the objectives of craft education in functional terms;
- ii) Absence of a well worked out functional targets of achievement for the different grades;
- iii) Lack of clear instructions about the number of crafts to be taken up by a school and the practice of craft work in the schools;
- iv) Inadequate instructions about the mode of conducting examinations in craft work, the different aspects to be taken into consideration while assessing the craft work and the weightage to be given to each of these aspects.

In the light of the above observations about the craft syllabi it may be appropriate to invite the attention of the State Departments to the need for their revision. Only, recently craft is being introduced at all levels of the Indian school system. The possibility of introducing new crafts suitable to the local needs and availability of raw-materials may also be explored. Systematic experimental studies will have to be undertaken in different States for evolving graded syllabi for such new crafts.

Literature on Crafts:

At present there seems to be a dearth of suitable literature on various crafts. Steps should be taken to produce reference books, source materials and guide-books for craft teachers of various levels and for different crafts. Suitable literature on the various crafts needs to be produced also for the children of different levels.

Training of Craft Teachers:

Another important responsibility of the Education Departments is to make available to the schools suitable craft teachers with adequate educational background and training. At present there are basic training colleges and schools which give some training in craft work. It has to be seen how far this training is adequate for purposes of teaching crafts effectively in the schools. In addition to the training colleges there are other craft training facilities being sponsored by Government as well as non-Government agencies. Detailed account of the existing training facilities in India is given in Chapter V. But it may be worthwhile to mention here that there is an urgent need for the State Departments to survey and assess the existing craft training facilities in the respective States and to coordinate their programmes with the needs of the schools at various levels. The syllabi of the different training institutions should also be scrutinised and if necessary revised.

CHAPTER 7

A STUDY OF CRAFTS IN THE SCHOOL SYSTEM of U.K. & U.S.A.

I. U.K.

Historical Perspective

Handicraft for girls, needlework was first introduced in the elementary schools of England as early as 1840. According to the revised code of 1862, needle work was made a compulsory subject for girls and schools were required to reach certain standards in this as well as other prescribed subjects before they could qualify for the receipt of a grant. In the year 1880, the scope of needlework was expanded and called "domestic economy". Domestic economy was a highly organised course and included such specific studies as rules of health, the management of a sick room, cottage income, expenditure and savings, food - its composition and nutritive value.

For boys no hand work was made obligatory until the year 1890 when drawing was introduced as an obligatory subject in schools for older scholars. Meanwhile instruction in wood craft, known as manual training, was beginning to develop. The fullest and most enlightened conception of this subject was to emerge on the continent, in Sweden specially, and from there it spread to Great Britain and on across the Atlantic. Manual training was first given official recognition in England in the year 1890 when the Commission on Elementary Education Acts recognised, in its recommendations the need for introducing systematic courses in handicrafts or manual training for boys corresponding to the needle work and other practical work for girls. After 1890 technical education (art & craft) spread rapidly in England and wood work was recognised by the Education Department as an elementary school subject. In 1890 the Art and Science Department laid the following conditions for manual training classes to qualify for the grant:

1. The instruction must be allied to drawing, i.e., the work of the pupils must be done from drawings to scale previously made by them.
2. The instruction must be carried on continuously throughout the school year for two hours weekly. The two hours might include 1½ hours for drawings made in connection with the practical work.
3. The work is to be done with tools in ordinary use in handicrafts in wood or iron and in properly fitted workshop wholly devoted to the purpose.
4. Time devoted to handicraft must be in addition to the 20 hours per week prescribed as a minimum for the instruction in the compulsory subjects of the Code of the English Education Department.

At the beginning of the 20th century some minor revisions were again made in the scheme of manual work in the schools. In 1905 the overall hand work scheme was as follows:

Upto 8 years	-	Kindergarten work
From 8 to 10 years	-	Paper cutting and folding, paper and cardboard modelling with clay or plasticine, drawing with pencil and crayon, brush work, introductory needle work.
10 to 12 years	-	as above but developed and applied. (also where possible; boys - light wood work, - girls - elementary needle work).
12 to 14 years	-	boys - wood work proper; plastic modelling; gardening; girls - needle work, cookery, laundry work, housewifery, gardening.
14 years and over (higher grade and continuation schools)	-	as above; more advanced; for boys - metal work and science handicraft.

In the 1920s the scope of handicraft in elementary schools began to widen. In addition to a specific and basic course in hand work or domestic science it was considered worthwhile that boys and girls be given the opportunity to experience as wide a range of other practical activities as the circumstances of the school permitted. Suggested activities included gardening, practical science, book-binding, basket making, weaving, knitting, carving and for boys some handman's courses as prescribed in the books for Boy Scouts.

A great majority of secondary schools had only one craft i.e., wood work. Metal work could not be introduced in many schools because it necessitated a second workshop.

Present Position

Infant and junior schools:

Practical work is well established in infant and junior schools. In the junior schools the pressure of the selection examination has tended perhaps to lessen the attention to handicrafts. Recent enlightened alternatives to the selection examination may bring a further breadth and freedom to the junior school course and allow more emphasis to be given to practical studies.

Secondary School Stage:

While formal technical education was at first confined largely to the junior technical schools, and more recently to the technical high and multi-lateral schools, it now seems that responsibility for this kind of work is about to be shared widely by modern and grammar schools. In some areas practical work in schools is being described as "handicraft and technical studies." Here and there grammar schools which have struggled along for years with a solitary wood work master are finding themselves with a technical wing comprising workshops for wood, metal, and drawing. The modern schools, too, are being equipped with the necessary workshop facilities for these added responsibilities. In the secondary modern schools handicraft is taught to all classes i.e. from 11 to 15 years of age. It is obligatory and is included in the examinations. Two hours or half a day a week are devoted to it. In the secondary grammar schools, handicrafts are obligatory only in the first two or three classes (age 11 to 14) and thereafter becomes an optional subject that may be offered in the school certificate examination taken at about the age of 16. As a compulsory subject, two periods or about 1½ hours per week are devoted to handicrafts. At the higher level, where the subject is optional, three periods combined or two combined periods and one single period (2½ hours) suffice. While crafts constitute a separate subject in both secondary modern and secondary grammar schools, teachers are encouraged to integrate the work with other subjects, in the case of girls, art and of domestic science, and with the children's general activities and interests.

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Aims of Teaching Handicrafts *

The aims of teaching handicrafts in U.K. can be stated as follows:

1. to develop the mind through the use of hands;
2. to give first-hand acquaintance with traditional crafts and skills;
3. to provide experience of the discipline imposed by intractable materials and the use of tools;
4. to provide opportunity for successful achievement;
5. to develop aesthetic standards;
6. to stimulate imagination;
7. to discover interest and vocation.

* Teaching of Handicrafts in Secondary Schools. Geneva: International Bureau of Education, 1950, p. 137.

Syllabi:

There are no official or set handicraft syllabi but the following gives a fair idea of the work done in the various schools:

- a) Woodwork: furniture, toys, things for home and garden, model aeroplanes and ships.
- b) Metal work: general bench and forge work, machine work (as for model engineering) and art work in copper.
- c) Needle work: Knowledge of the tools and materials required for making garments and household articles.
- d) Book-binding, making letters for printing, printing on textiles.
- e) Pottery and plastics may also be included in the secondary handicrafts programmes.

Boys do wood work and metal work and girls needle work. Occasionally girls are interested in wood work and metal work but their work in them is in no case limited to making household articles. (Teaching of Handicrafts in Secondary Schools - p. 138).

Method of Teaching

Circular No. 1161 of May 1920 on practical instruction in elementary schools reads as follows:

"The Board are not disposed to consider as adequate any scheme of practical instruction for older boys unless it includes a training in the skilled use of common tools for the making of common objects serving some useful purpose which the boy can himself recognise....
..... The realisation of this aim will entail the ultimate provision for all older boys of at least two years course in handwork, involving the use of a varying extent of both wood and metal and of other materials as circumstances require".

As experience and experiments in teaching handicrafts at different levels accumulated, improvements were gradually introduced. Tradesmen-teachers, for example, made a plea for the isolation of the subject. During the early years of the present century attempts were made to correlate handicraft with other subjects of the curriculum. During the 1920s, self-expression or free activity periods became popular in handicraft teaching. In the name of free expression tools and equipment were sometimes damaged and material was wasted. The first-aid cabinet played an important role! Formal teaching took a back seat and children were encouraged "to get some wood and make something". A great deal of painting was included

in the course and the finished work, though bright in colour, was often slipshod and devoid of the elements of sound construction. Like so many innovations, free handicraft activity achieved real success here and there in the hands of capable teachers. On the whole, however, there seems to have been much waste. The undisciplined freedom became a concern, to the authorities and the reaction against it emphasized the advantages in sound tool training which had been provided under the old more rigid formal teaching method (page 100).

During the 1930s, a further step was taken to improve craft teaching. Process sheets became popular. In addition to these drawings a boy would be given a work sheet on which appeared a full sequence of directions. This to some extent relieved the teacher since once the process sheet had been designed it could be used over and over. Furthermore, during individual work when all boys were making different articles, the sheets enabled the boys to work on their own without constant reference to the teacher. More recently the use of process sheets as a teaching device has been criticized for being too rigid and not allowing the boys sufficient scope to discover things for themselves. Seen in this light the use of process sheets and the criticism of such use, constitute one phase in the gradual evolution of better handicraft teaching methods.

It seems now that in U.K. there are no official instructions as regards craft teaching methods. Those in use vary considerably from one teacher to another. Teaching is now more individualized than formerly although there are still occasions when class or group teaching is found useful. The teaching of wood and metal work, especially in the earlier stages, is mainly by demonstration augmented by instruction charts describing and illustrating tool manipulation, the shaping of wood and metal and the construction of joints. The boys are encouraged, however, to think things out for themselves and as the course progresses they are expected more and more to plan their own work, use reference books, and (to the teacher for advice only when necessary.

Size of the Craft Class

According to the 1901 day school court schedule, in the elementary schools the number of children receiving practical instruction from one teacher at any one time should not exceed 24 and after 31st March, 1902 this number was to be reduced to 20. For the sake of convenience, double centres were established - workshops for 40 pupils with two teachers.

The building regulations for the years 1904-7 laid down the following regulation for secondary schools:

"In every secondary school there should be and in every boarding school there must be a workshop or manual training room which should provide for not less than 15 nor more than 20 scholars under instruction at one time."

Examination

That handicraft should be included in the examination time-table was suggested in the 1911 report of the Consultative Committee on Examinations in the Secondary Schools. From 1954 onwards ordinary level as well as advance level craft work became examination subjects. The general pattern of these examinations today is as follows:

Ordinary level - Woodwork and Metalwork

One theory paper - from 1½ to 2½ hours) These scores
One drawing paper - from 1½ to 2½ hours) times combined
One practical paper of 3 hours) in a single
paper.

(In the A.R.S. examinations there are two practicals 2 hours and 3 hours).

Under the Welsh regulations there are, in addition to examinations in wood work and metalwork, examinations in handicraft (combined woodwork and metalwork) at both levels.

Ordinary level. Technical Drawing.

Listed under different names this subject is normally examined by two papers each of 2 to 3 hours.

Advanced level. Woodwork and Metalwork

One theory paper of 2 to 3 hours
One drawing paper of 2½ to 4 hours
One practical paper of 4 hours (or two separate papers of 1½ to 3½ hours).

(In the A.R.S. examinations there are two papers one of 6 hours)

Advanced level. Technical Drawing.

Listed under different names this subject is normally examined by two papers of from 3 to 4 hours each. One of these papers usually has a bias towards engineering though sometimes, as an option, towards building.

The details above give only a general picture. For a more careful analysis the various regulations must be studied closely. In the metalwork practical examinations, for example, options are often provided involving machine work and specialised processes. Sometimes a visiting examiner is involved. The differences of approach between the examining bodies is more marked at the Advanced Level than at the Ordinary level.

The whole question of public examinations in practical work is an interesting one. It is clear that these subjects were first examined simply because all the other subjects of the grammar school timetable were examined. It is generally held that in grammar schools where children are mainly involved in academic studies, not forgetting a heavy homework programme, practical subjects offer a pleasant opportunity to get away from the desk. In this connection it is easy to see some common aims between handicraft and physical education. Of course when practical subjects are regarded primarily as an opportunity for relaxation and escape from study and without regard to an examination, their status tends to be lowered. Clearly practical subjects like handicrafts have two parts to play in the secondary school programme. The general influence of a well-taught craft is of great technical value and a necessary feature of all-round educational development. In addition the discipline involved in the preparation for a public examination is of value. Very often in the grammar school both these objectives have to be gained within the compass of a double period (1½ hours) a week during the early years and probably no more than twice this time in the final two years. Because so little time is available in the crowded curriculum some authorities feel that the examination in crafts should consist wholly or very largely of benchwork. There is another contrasting line of thought which advocates the extension of the more academic aspects of handicraft as well as more advanced work in the design and history of craft work.

In the present circumstances in U.K. many of the problems involving practical studies appear to demonstrate the advantage of the comprehensive, bilateral or multilateral school. In some secondary grammar schools the provision of handicraft facilities such as staff and workshops make it impossible for every boy to carry his practical work to G.C.E. level. Even where this is possible, the opportunities in metalwork are well behind that of woodwork as is indicated by the fact that the 1959 G.C.E. entries in metalwork are about half those for woodwork. Owing to the pressure of work and the range of subjects offered in the grammar schools it is likely that in some cases the best practical talent of U.K. remains unidentified in terms of G.C.E. handicraft results. On the whole the boys good at academic work include many who are also good at handicraft. Because practical subjects are attractive to most boys, many of them derive more satisfaction from doing handicraft badly than from doing academic work badly. In schools where the course in handicraft is available only to the less able boys, the G.C.E. will show a large range of ability with often a considerable grouping around the border-line mark. On the other hand the entries from modern schools, fewer in number, tend to show a better average standard. This would seem to be the expected result of a more selected entry working perhaps under more generous conditions of both time and facilities. The comparison is interesting because practical subjects form the one aspect of public examinations which bridge across all types of secondary school. Indeed, many secondary modern schools are better placed in terms of staff and equipment to offer candidates for the examination in

handicraft than in primary or secondary schools, for after the examination was originally intended. It is well known that practical ability is not inseparably linked with academic ability and since the assessment of handicraft ability is not a pronounced feature of the selection methods at 11, it is only natural to suppose that a considerable amount of practical talent exists in secondary modern schools.

Training of Teachers

Handicraft as a subject in the training college programmes admits of two treatments :-

1. There is the important general aspect of handicraft which, like art, forms part of a general course. This, under the name of handwork, has been included in some way or another in training college curricula from the beginning. The provision of a general course of woodwork and metal work for non-specialised students has on the whole not been very general. It is considered by many that the training college should be the school " writ large " and that establishments for teacher training should offer facilities for the study of every branch of school activity. In the case of handicraft, it is of additional importance that intending teachers should have the technical advantage of a sufficient training in practical work to assist them in the construction of personal teaching apparatus.
2. In the second case there is a particular work of the training of specialised teachers of wood work and metal work. The old position in which some colleges offered handicraft as a three year course while others did not carry beyond a two year period has been resolved now that all training college courses are of three years' duration.

As far as the present handicraft training courses are concerned, the students in general spend about a day a week at their main craft and half a day a week at subsidiary crafts. Where conditions lend themselves facilities are often available for extra optional time to be spent in the workshop. Technical drawing and technology lectures are included and much emphasis is directed toward the question of design. The teaching of adults in evening classes has always been one of the special responsibilities of the handicraft teacher. And in this connection the training college has to tackle the dual problem of teaching the student to teach boys handicraft and of extending his experience in craft work as far as possible at adult level. As a rule metal work is the subsidiary subject taken where woodwork is the main craft and vice-versa. Many colleges are also able to include tuition in some of the higher crafts such as book-binding, pottery, basket making and weaving etc. together with some practice in art.

At the final examination, papers are set in practical work, drawing and design, technology and the study of teaching method applied to the teaching of handicraft. In addition there are the papers in professional and pedagogic studies and thus related to subsidiary academic or other subjects which the student has elected to follow. Much of the examination of the students is based on the personal assessment made by tutors and lecturers and external examiners over the whole period of the course which usually includes periods of teaching practice in local schools.

The training of handicraft teachers is now almost fully in the hands of the training colleges. In most cases this has meant woodwork only. Recently, however, (1958-59) many training colleges have added metal working facilities. The training of handicraft in the colleges has thrown an extra responsibility on the grammar schools where during the years 12 to 18 intending handicraft teachers require intensive specialised training. The grammar school, as well as, public school or its equivalent stream in other schools, has the responsibility for the development of skill over the 6 formative years corresponding to the traditional period of apprenticeship. Handicrafts in the schools are usually taught by specialised teachers.

Supervision of Craft work

In rural areas handicraft advisers are appointed. In large towns and cities are local inspectors of handicraft who are responsible for the betterment of handicraft teaching. For house crafts local inspectresses and organisers are provided. The duties of such handicraft advisers or local officers responsible for handicraft include keeping a vigilant eye on workshop conditions, facilities and safety and on the supply of materials; organising local refresher-courses and maintaining contacts between teachers engaged on similar work. These advisory officers have formed their own association where local experiences can be exchanged and discussed at the national level.

Summary

History

1. The first handicraft introduced in girls elementary schools in 1840 was needle work.
2. In 1890 handwork was introduced in boys' schools in the form of drawing.
3. After 1890 woodwork was recognised by the Education Department as a school subject in elementary schools.
4. In the beginning of the 20th century the overall handwork scheme was as follows:

Upto 8 years	-	Kindergarten work
From 8 to 10 years	-	Paper cutting and folding, paper and cardboard modelling with clay or plasticine, drawing with pencil and crayon, brush work, introductory needle work.
From 10 to 12 years	-	As above but developed and applied (also where possible; boys - light woodwork, girls - elementary needlework)
From 12 to 14 years	-	Boys - Wood work proper, plasticine, modelling; gardening; Girls - Needle work, cookery, laundry work, housewifery, gardening.
14 years and above (higher grade and continuation schools)	-	as above; more advanced; For boys - metal work and science handicraft.

In 1920s the scope of handicraft in elementary schools began to widen. In addition to specific basic courses in hand work or domestic science it was considered worthwhile that boys and girls should be given the opportunity to experience as wide range of other practical activities as the circumstances of the school permitted. Suggested activities included gardening, practical science, book binding, basket making, weaving, knitting, carving and for boys some handman's courses as prescribed in the books for boy scouts.

Agreat majority of secondary schools had only one craft i.e. woodwork. Metal work could not be introduced in many schools because it necessitated a second workshop.

Present Position

1. Practical work is known as an established principle in infant and junior schools.
2. Handicraft is taught as a subject in grammar and modern schools at the secondary stage. In the secondary modern schools handicraft is given to the children of all classes i.e. from 11 to 15 years of age. It is obligatory and is included in examinations. Two hours or half a day a week are devoted to it. In the secondary grammar schools on the other hand handicrafts are obligatory only in the first two or three classes, the children there being from 11 to 14 years of age and from the 4th class onwards becomes an optional that may be offered in the school certificate examination taken at about the age of 16. At

the lower of these two low level periods together making about 15 hours are usually devoted to the subject and work and at the higher level three periods together or two periods and one period making in all roughly 24 hours. Crafts constitute a separate subject in both secondary modern and secondary grammar schools and are taught by specialist teachers. But teachers are encouraged to integrate the work with that of other subjects.

In the Junior schools in addition to light woodwork for boys and elementary needlework for girls other practical activities such as bookbinding, knitting, basket-making, gardening are introduced. In the secondary schools girls learn domestic science whereas boys are offered courses in woodwork and metal work.

In order to promote good standards of work in handicrafts special advisers and inspectors are appointed to supervise the craft work of schools. They are expected to keep a vigilant eye on workshop conditions, facilities and safety and on the quality of materials; organise local refresher courses and maintain contacts between teachers engaged on similar work.

II. U.S.A.

Introduction

The United States Constitution delegates to the several states almost all decisions and actions relating to education. While each state formulates a curricula for the guidance of its schools, the schools in each local community still enjoy a great degree of autonomy in the organization of the courses of study as well as in other educational matters. This leads to a great variety of practices which makes it difficult to give a general account of the place of the craft work in the elementary and secondary schools.

The schools in U.S.A. do not provide for a separate subject of study under the specific title 'Craft Work' as is the practice in India. A number of activities, however, which aim at providing work experiences for children are included in the curricula of the various schools under titles such as 'Arts and Crafts', Practical arts, Industrial Art, Home Economics, Agriculture Arts, Business Arts, Shopwork and so on. The great diversity in terminology used in the various states, and the different meanings attached to the various terms, add further to the difficulty of describing the general position of craft work in the United States.

Craft Work as a Part of Art

To illustrate how craft work forms a part of Art work in some places, an extract is given below from the statement of scope and objectives of Art Education as formulated in 'Curriculum Development in Elementary Schools (1935)' by the

by the Board of Education of the City of New York:

"Design and construction with various materials.
Use of tools, materials and products. Appreciation
of the processes of industry."

The curriculum for Arts recommended in this publication includes the following activities for children of the various grades.

Kindergarten - Grade 2

Manipulation of the experimentation with materials.

Clay modelling
Block building
Construction and design with paper
Working with Wood
Manipulation of simple puppets

Grades 3-4

Clay modelling: Non realistic arrangements, figures, bowls, tiles.

Paper : Envelopes, boxes, booklets, toys.

Cloth : Animals and dolls using socks, oil cloth, cotton cloth bags, puppets, mats.

Yarn : Weaving purses, pocket books, mats.

Wood : Using hammer, nails, saw, sand paper.

Grades 5-6

Clay modelling: pottery forms, tiles, slab boxes, figures, non-realistic expression.

Paper : books, boxes, stage properties, costumes, puppets.

Cloth : aprons, costumes, costume accessories.

Weaving : place mats, scarfs, bags.

Wood : Original construction using variety of tools.

In 'The Elementary School Curriculum : An overview (1954), the New York State Education Department suggested that 20% of the time in the primary grades should be allotted for Arts and Crafts (including music) and 10% in grades 4,5 and 6 should be devoted to Arts and Music.

In the publication 'A Curriculum Guide for the Elementary Schools of Kansas' issued by that State's Superintendent of Public Instruction, the Art Programme recommended that

children in grades I-III should learn manipulation and care of more complicated tools and materials. For classes VII and VIII it is stated that Art should include practical arts, industrial arts and home-making skills.

Industrial Arts

Out of the various activities such as Art, Practical Arts, Industrial Arts, Home Arts etc., mentioned above, industrial arts seems to be the most widely adopted kind of craft work. An attempt will therefore be made here to describe in greater detail the position of industrial arts education in the United States.

According to the "1949 Biennial Survey of Education", "industrial arts was one of two secondary school subjects with the greatest increase in enrollment during the decade and a half from 1934 to 1949. At the end of that period, twenty five percent of all secondary school pupils were enrolled in industrial art subjects - three-fourths of them in general shop, wood-working and mechanical drawing". "In 1949, of the total school population in the junior high schools, 48.2 percent were enrolled in industrial arts. In fact it is found now than twice as often at that level than any other type of school organization. Variations in percentages of pupils enrolled in industrial arts courses throughout that country ranged from 3.6 percent to 42.1 percent. Eighteen states exceeded the national average."

Scope and Objectives of Industrial Arts

Although industrial arts have been included in curricula of the schools in a large number of States, there is no unanimity about their scope and purpose. According to the Encyclopedia of Educational Research¹, "it is hardly surprising, therefore, to find some misunderstanding of the nature and purpose of industrial arts education and to encounter terminology used with widely different meaning."

Gordon O. Wilber in his book "Industrial Arts in General Education"², has defined industrial arts as "those phases of general education which deal with industry - its organization, materials, occupations, processes and products - and with the problems resulting from the industrial and technological

* A guide to industrial arts in Florida schools, Bulletin 12 (1950) by H. C. Swartzmont of Education.

1 Encyclopedia of Educational Research, Third Edition Edition, 1960, The Macmillan Co., New York

* Gordon O. Wilber. Industrial Arts in General Education. 2nd edition, 1954. Scranton, Pennsylvania: International Text Book Company.

nature of society". This author thinks that industrial arts should not be a special subject, but a part of general education. According to the Encyclopaedia of Educational Research* "The Industrial Arts Policy and Planning Committee of the American Vocational Association has published a statement presenting the definition of industrial art education and indicating its place in education. This statement includes such concepts as the following: industrial art is instruction in shop-work; it is an integral part of the general education programme of all youth; it helps provide an understanding of the industrial and technical aspects of life today; it shares in the responsibility for developing good citizenship; it concerns itself with significant aspects of production, consumption, and use of industrial products and their effect on daily living; it involves actual experiences in planning, producing, using, and servicing various types of consumer goods in common usage; it develops general skill and resourcefulness in working with things technical and mechanical; it teaches facts, principles, and procedures about tools, materials, processes, mechanics and design; the materials used include woods, metals, plastics, ceramics, textiles, paper and other industrial materials; the processes and mechanics involved include those related to electricity, motors, engines, structures and other items of importance to all the people at home, on the farm, at work, and in recreation; it encourages critical thinking in problem solving related to these matters. The programme emphasizes experience and study in such areas as wood working, metal working, power mechanics, graphic arts, and crafts with general drawing and planning included in each." It is further stated in the Encyclopaedia that "this description of the scope and nature of industrial arts is widely accepted today, but such scope is not always found in the organization and extent of actual programmes."

Curriculum in Industrial Arts

There is no uniform practice regarding the contents of the courses for the various grades and also the stage at which it is introduced. In some schools industrial arts is offered from the beginning of the elementary grades to post high school classes. In some cases it is offered under some other name or is merged with the other school subjects. For example, in the elementary school programme in the State of Florida, industrial arts are referred to as related arts and have been recommended from the lower elementary grades.¹

* Encyclopaedia of Educational Research, Third Edition
1939, The McGraw-Hill Book Co.

1 "A Guide - Industrial Arts in Florida Schools, Bulletin 12, 1959, issued by State Department of Education, Tallahassee, Florida.

In Georgia, however, industrial arts are not generally recommended below the seventh grade.^{*} At the secondary stage, almost all secondary schools seem to include some form of industrial arts, and in many cases it is a required subject at the beginning secondary school levels.¹ According to the *Encyclopaedia of Educational Research*² "In most schools industrial art curriculum offerings are organized around some or all of the following areas: (a) drafting; (b) woodworking; (c) metal working; (d) power mechanics; (e) electricity; (f) graphic arts and (g) crafts. From kindergarten through fourth grade, industrial art is usually not a separate subject but an enriching activity and a method of learning certain aspects of the regular units of work under the regular grade teacher. Occasionally there is a consultant for industrial arts who assists the regular teacher upon invitation. In grades V and VI industrial arts may be continued in the same manner, although in schools separate periods are allocated to this work and special laboritories or work rooms are provided. A combination of both these methods is used in some schools. Another variation combines industrial arts with certain other areas such as home making or art, and offers an integrated activity. In grades VII to IX industrial arts is usually offered in an industrial arts laboratory equipped for one or more of the seven areas mentioned above, usually the boys and sometimes both boys and girls are required to take some industrial arts. The trend is toward greater scope in the explyitory opportunities offered students. In grades X to XII industrial arts may continue in general laboratories with opportunity provided for more advanced work; or particularly in the larger schools, more specialized laboratories may provide for rather intensive study in selected area".

Industrial Arts in the State of Florida

Because of the diversity of the syllabi actually in practice in the schools in the different States, it is difficult to give a comprehensive summary. As an illustration, of what goes on, however, there is given below, in brief, the syllabus recommended by the State Superintendent of Public Instruction for the Schools in Florida.

Industrial arts in the elementary grades (Grades I-VI)

Grade I

Teaching suggestions

Pupils should learn to use the hammer, cross-cut saw

* Industrial Arts for Georgia Schools - A handbook for teachers and school administrators issued by the State Department of Education, Atlanta G.A.

1 Encyclopaedia of Educational Research, Third Edition, 1939, The Macmillan Co., New York.

2 Ibid.

rasp and sand paper early in the year so that their actual use on needed objects may be accomplished with greater ease and safety. The teacher should demonstrate the correct and safe way to use tools as the need arises.

Material

Equipment: Work bench or work table with a vise (kindergarten size and perhaps movable) hammers, saw, files or rasps, clamps, paint brushes and paints, sand paper, clay, news-paper, cloth.

Supplies: Lumber from boxes, 1/4" ply wood, nails, cartons, various materials, strings, wire (stove pipe), books.

Grade II

Teaching Suggestions

Pupils should learn to use five or six tools early in the year so that manipulative work may proceed with greater ease and safety on needed projects.

Material

Equipment: Similar to grade one. May add block plane and brace and bits which can be used with the help of the teacher.

Supplies: Similar to Grade one. May add yarn, cane, raffia, inner tubes, etc.

Grade III

Teaching Suggestions

In addition to continued use of hand tools to change materials into a more useful form, children at this age level will enjoy and profit from visits to local industries and from selected films and slides. In the third grade the children may be expected to take more responsibility for planning their activities and following through to achieve desired results.

Equipment, materials and supplies

May be the same as for grades one and two.

Grade IV

Teaching Suggestions

Pupils will show interest in more involved activities and manipulative processes than in the lower grades. The teacher may call on the industrial arts teachers for assistance in new tool processes and materials that may be included

in fourth grade activities. Continued use should be made of visual aids, industrial visits, and demonstrations by the teacher, the pupils and other teachers.

Equipment and Materials

At this grade level more space may be necessary to carry on the activities. If a special craft room is not available or if an industrial arts laboratory is not feasible then additional movable equipment may be necessary. This may include saw horses, additional tools, extra work benches.

Grade V

Teaching Suggestions

Pupils by this time should have acquired the ability to use a few simple tools with a reasonable degree of skill. At this grade level industrial arts should serve the individual interests of pupils by allowing them to plan and make seasonal personal interest and home activity projects. It also serve individual and group needs of boys and girls in social studies, music, science, arithmetic. Some of these activities will also serve the pupils leisure time needs.

Equipment

At this grade level pupils will continue to use longer and more hand tools, and working equipment. The materials will also be more varied and perhaps some of higher quality, specially for gifts and some personal interest projects.

Grade VI

Framework of Content

Maintenance of previously acquired skills. The extended use of more difficult tool techniques, and a more advanced design expressed in:

Drawings: Making drawings or sketches with dimensions of simple projects.

Woodwork: Constructing items used in group activities in other areas, seasonal projects of personal value, gifts. Besides the skills and related learnings, gifts encourage generous and kindly attitudes towards others.

Metal work: Working with aluminium, copper (foil and 24 gauge for tapping) and tin cans given an incentive to read about resources as well as tools and manufacturing processes. Measuring thicknesses of metal, dividing circles with compass, weighing metal, using metal cutting tools and shaping tools as well as finishing metal will give experience in many areas as well as in maintenance of metal articles used in the home.

Ceramics Making clay bowls, tiles, ornaments, ash trays, etc., by modelling, casting, coils, slabs, gives an opportunity for expression in design and also in colour. Ceramics is one of the oldest of the crafts and provides an excellent medium through which to study the life and living of many countries.

Electricity: Studying the sources of power and the generation of electrical power is directly related to a multitude of things the pupils use every day. Constructing telegraph key sets and using dry cell battery to power the set, a door bell and a bicycle light or horn will be of interest and value to both boys and girls. Even the repair of lamp and extension cords may be undertaken here.

Communications: Besides the electrical powered communication facilities at this grade level, the use of linoleum block cuts and simple silk screen reproductions will lend much to the study of communications in social studies, and language arts as well as their value to the student personally.

Crafts Leather, plaster of paris, keene cement, plastics, yarn and raffia are other materials that are easy to work with and are usually available to teachers in almost any area. Whether they are of value because they can be integrated with other areas or whether they interest the student for leisure time activities, home maintenance, consumer or production knowledges, they should be utilized.

Equipment and Materials

At the sixth grade level as many tools and materials as is practicable in keeping with the needs and interests of the student and his maturity level should be used. In some instances where the equipment is available and the teacher is competent in its use, a power jig saw, a sander, and perhaps a wood lathe may be introduced. A separate shop or laboratory is ideal for the sixth grade if it is available.

As regards the syllabus for higher grades the following schedule has been recommended.

Junior High School (Grades 7-8-9)

Total School Enrolment	Number and types of shops	Subject Matter Areas
	One Shop	Courses
0 - 399	1- Comprehensive General Shop (Grades 7-8-9)	Planning, and drawing, general wood, electricity, mechanics.

Total School Enrollment	Number and Types of shops	Subject Matter Ar an Courses
400-699	Two Shops 1- General Crafts (Two Shops - Grade 7)	Crafts - leather, cera- mics, art metal, plastics or native materials.
	1- Comprehensive General Shop (Grades 8-9) <u>Three Shops</u>	General shop, drawing and planning, wood, metal and mechanics.
700-999	1- General Woodwork (Grade 7)	<u>Courses</u> Craftwork including wood taught in woodshop area.
	1- Drafting and Graphics (Grade 8)	Graphics Lab. - drawing photography, silk screen, linoleum block, hand press work.
	1- General Metals (Metal, Electri- city, Mechanics) (Grade 9)	Electricity and mechanics in metals shops.
	Four Shops	Courses
1000-1299	1- General woodshop (Grade 7)	General crafts including wood taught in woodshop.
	1- Drafting and Graphics (Grade 8-9)	Drafting includes plann- ing and other graphics.
	1- General Metals (Grades 8-9)	General metal shop will include electricity and metal.
	1- Home and Power Mechanics (Grades 8-9)	Home and power mechanics includes maintenance and operation of home equip- ment and small 2- and 4- stroke cycle engines.
1300-1599	Five Shops	Courses
	1- Crafts (Grade 7)	Leather, plastics, cera- mics, art metal.
	1- Drafting and Graphics (Grades 8-9)	Planning mechanical draw- ing, elements of home planning, hand press work, silk screen and lino- leum block work.

Total School Enrollment

Number and Types of Shops

Subject Matter

1300-1599

1- General Wood and Home Mechanics (Grades 8-9)

Woodshop to include area for home mechanics and maintenance.

1- General Metal (Grades 8-9)

Metal shop to include introduction to cold metal, sheet metal, and foundry.

2- Power Mechanics and Electricity (Grades 8-9)

Power mechanics and electricity for maintenance and operation of home equipment and small 2- and 4-cycle engines, basic electricity and safety.

Six Shops

Courses

1600-1999

1- Crafts (Grade 7)

Handicrafts and leather, plastics, ceramics, and art metal.

1- Drawing, Planning and Graphic Arts (Grades 8-9)

Drawing and planning and graphic arts.

1- General Wood (Grades 8-9)

Hand and basic machine woodwork.

1- General Metal (Grades 8-9)

Metal shop to include introduction to cold metal, sheet metal and foundry.

1- Power Mechanics (Grades 8-9)

Power mechanics for maintenance and operation of home equipment and small 2- and 4- stroke cycle engines.

1- General Electricity (Grades 8-9)

Basic electricity and electronics.

**Senior High Schools
(Grades 10, 11, 12)**

One Shop

Courses

100-349

1- General Shop (Grade 10)

Wood, metal, drafting, and electricity.

Total School Enrollment	Number and Type of Shops	Subject Matter Areas
	Two Shops	Courses
100-349	1- General Shop (Grade 10)	Wood, metal, mechanics, and electricity
	1- Drafting and Graphics (Grades 10-11)	Architectural drawing, mechanical drawing, blueprint, and hand and machine press work.
	Three Shops	Courses
	(Grades 10-11-12)	
700-1049	1- Wood and Metals	Hand and machine woodwork and general metal work.
	1- Drafting and Graphics	Mechanical engineering and architectural drawing, blueprinting, silk screen, and hand and machine press work.
	1- Electricity and Mechanics	Electricity and electronics, basic auto and 2- and 4- stroke cycle engine mechanics and operation.
	Four Shops	Courses
1050-1399	1- Wood	Hand and machine woodwork.
	1- Drafting and Graphics	Mechanical engineering and architectural drawing; blueprinting, silk screen, and hand and machine press-work.
	1- Electrical	Electricity and basic electronics.
	1- Metals and Mechanics	General metal work to include sheet metal, welding, forging, metal-forming machine.
	Five Shops	Courses
1400-1749	1- Wood	Hand and machine woodwork.
	1- Drafting and Graphics	Mechanical engineering and architectural drawing; blueprinting, silk screen, and hand and machine press-work.

Total School Enrollment	Number and Types of Shops	Subject Matter Areas
1400-1749	1- Metal	Sheet metal, welding, forging, metal-forming machines.
	1- Electricity	Electricity and basic electronics
	1- Power Mechanics	Auto and 2- and 4- stroke cycle mechanics, main- tenance and repair.
	Six Shops	Courses
1750 - 2099	1- Wood	Hand machine woodwork.
	1- Drafting and Graphics	Mechanical engineering and architectural draw- ing; blueprinting, silk screen, and hand and machine press work.
	1- Metal	General metal work to include sheet metal, weld- ing, forging, metal-forming machines.
	1- Electricity	Electricity and basic electronics.
	1- Power Mechanics	Auto and 2- and 4- stroke cycle mechanics, main- tenance and repair.
	1- Crafts	Handcrafts in wide variety of materials - leather, textiles, ceramics, jewellery, native mater- ials, plastics, art metal.

Training of Teachers for Industrial Arts

As in the case of curriculum there is no uniform prac-
tice followed in the training of teachers for industrial
arts. However, an example is given below of qualifications

* A guide, Industrial Arts in Florida Schools, Bulletin
12, 1957, State Department of Education, Florida.

prescribed in the State of Florida. The minimum requirements by this State for certification for teaching industrial arts may be on either of the following two plans.

Plan One- Thirty (30) semester hours are required in industrial arts which must include not less than 6 semester hours in each of four of the following sub-fields: (a) metals and allied industries, (b) wood and allied industries; (c) transportation industries; (d) graphic arts and allied industries; (e) electrical and allied industries; (f) handicrafts.

Plan Two - Regular certification in "Industrial Arts" followed by a parenthetical statement indicating by sub-fields will also be given in one or more of the sub-fields where the transcript shows not less than 12 semester hours in the first sub-field, not less than 9 semester hours in the second, and not less than 6 semester hours in each succeeding sub-fields.

According to the Encyclopedia of Educational Research "Perhaps the most important problem of instruction in industrial arts is that of securing an adequate supply of professionally qualified teachers for the field.... Although certification standards vary considerably throughout the country, it is becoming rather common place to expect the beginning industrial arts teacher to have a four-year college degree which covers (a) liberal cultural subjects; (b) professional subjects in education, including special methods and student teaching; and (c) industrial arts courses that include basic training in a wide variety of shop areas and specialization in at least one. A number of States require the beginning teacher to secure from 10 to 30 semester hours of additional credit plus satisfactory teaching experience to qualify for continued service."

Evaluation in Industrial Arts

As regards the practices adopted to evaluate results in the industrial arts, Gordon O. Wilber writes: "There has been little by way of a standard practice in arriving at grades (marks) for industrial arts students. In general, marks have been determined either by an estimate by the teacher

* Guide to Industrial Arts in Florida Schools, Bulletin 12, 1959. State Department of Education, Florida.

1. Gordon O. Wilber - Industrial Arts in General Education, Second Edition, 1954, Interscience Book Company, Scranton, Pennsylvania.

or by grades assigned to finished projects or to tests on information. Sometimes a combination of two or more of these basis is used. It is evident, however, that grades have been determined largely on two types of evidence: (1) development of skills as indicated by the finished project, and (2) acquisition of information as shown in ability to pass a test..... There are several 'blind' spots representing practices in measurement that have been entirely ignored. For example, almost no attempt is made to measure the growth of students in their ability to think and solve problems. Other features that are disregarded are the extent to which a student develops consumer knowledge, his ability to judge and appreciate design, and his growth toward the development of a hobby or a recreational interest".

CONCLUSIONS AND RECOMMENDATIONS

The present study is based on the analysis of syllabi prescribed for the elementary and secondary schools in the different States; the study of the reports and other literature relating to craft education in India and other countries, and the analysis of 730 responses received from secondary schools all over the country in reply to a comprehensive questionnaire on the organization of various aspects of craft education in the schools. The conclusions derived in this chapter, therefore, are based on the different aspects of study in this report. These have been grouped according to different aspects of craft education in India. The recommendations are also based on the various problems emerging from the study. It is, however, felt that some working committees should go deeper into the various problems through observational studies and interviews with significant persons in order to prepare a set of recommendations. However, the study of the material made available has resulted in certain recommendations which are put in this chapter for consideration at different levels.

A. CONCLUSIONS

I. General

1. Craft has been accepted as an integral part of general education in the schools in almost all parts of the world. Craft activities in various parts of the world include a variety of programmes such as manual or productive work, industrial and vocational arts, handicrafts and vocational programmes.
2. Increasing attention seems to be devoted to defining the objectives of craft teaching in schools. The generally accepted objectives in different countries seem to be (i) development of physical capacities; (ii) development of aesthetic taste and appreciation (iii) serving as suitable media for developing self-expression, discipline as well as familiarity with raw materials, tools and social realities; (iv) providing training of senses; (v) formation of character and will; (vi) developing wholeness of personality, team spirit, respect for manual work, awareness of duty and satisfaction of creative urge; (vii) serving as a means of presenting the content of other subjects in a concrete form.
3. The generally accepted objectives of the teaching of crafts in the elementary schools of India seem to be: (i) developing manipulative skills; (ii) providing creative experience; (iii) developing character traits; (iv) providing experience of productive work.

4. In the secondary schools of India, the main objectives of the teaching of crafts seem to be (i) development of positive attitude towards work; (ii) development of technical skills; (iii) providing vocational experiences and opportunities.
5. Although there has been an obvious growth of opinion among the educationists and official circles in favour of the utility of craft work in schools yet there is no evidence of public opinion in support of this subject. On the contrary there is some evidence to show that various attempts for introduction of manual work in schools could not succeed on account of the want of the supporting public opinion. It seems that an attitude of apathy, if not antagonism, prevails in the public, towards the introduction of manual work or crafts in the schools.

II. The Present Status of Crafts in the Indian School

6. Craft forms a compulsory subject of central importance in all the elementary schools run on Basic education lines.
7. Craft is taught as a compulsory subject even in the non-Basic elementary schools in many States.
8. There is a definite trend in the country in accepting craft as an integral part of secondary education. In most of the higher secondary and multi-purpose schools in the different States, craft has been accepted and recognised as a compulsory core subject.

III. Organisation of Craft Work in Schools

a) Choice of Crafts by Pupils

9. There seems to be a trend in the direction of providing a variety of crafts in the elementary and secondary schools.
10. In the Basic schools the general pattern is to make provision for each child to learn one main and one subsidiary craft.
11. In other elementary schools of the non-Basic type, a child is generally required to take up either one or at the most two crafts.
12. Most of the secondary schools provide only one craft for a student at one time. More than half of the schools - responding to our questionnaire - in any State, do not have any provision for the change of crafts during the secondary school course.
13. The elementary as well as secondary schools of the country do not seem to be using any scientific procedures for determining the aptitudes of pupils for

the various crafts offered in the schools. The most important basis for the selection of a craft by a pupil, as revealed by the present study, seems to be the provision of a craft in the school.

b) The Basis for the Provision of Crafts in Schools

14. Several reasons have been given for adopting a particular craft in the schools. The schools are generally at liberty to choose from among the crafts prescribed in the syllabi. A large majority of the secondary schools however have reported that the crafts taught in them are linked with those practised in the surrounding areas.

c) Time Devoted to Craft Work

15. At the elementary stage there seems to be a large variation in the time devoted to craft work in different classes of the same school, in different schools of the same State and also in the schools of the different States. The time ranges from 2 to 12 hours in primary classes and from 2 to 15 hours in the middle classes.
16. The secondary school syllabi generally do not mention the exact time to be devoted to craft work.

d) Targets of Achievement in Craft Work

17. No systematic attempt seems to have been made in evolving workable targets of achievement in different crafts both in terms of time and products for the various grades in the elementary and secondary schools. For Basic schools usually targets are laid down in relation to time, quantity and quality of work. These targets are proposed at three levels - State, region and school. In some cases targets are also proposed in terms of money value.

e) Evaluation of Craft Work

18. In the elementary schools run on Basic education lines craft forms an examination subject and the general practice is to hold an internal examination which involves examination in the theory of craft work, examination in the craft practicals and consideration of the continuous records of craft work maintained throughout the year.
19. Most of the syllabuses for elementary as well secondary schools do not give any suggestions for systematic evaluation or assessment of craft work in schools.
20. The practice in the secondary schools regarding the assessment and evaluation of craft work seem to be varying but maintenance of some type of records of a

have become an accepted practice in the majority of the schools. Passing in craft work is, however, compulsory in the higher secondary school examination in some of the States where craft has been accepted as a core subject.

f) Duration of Craft Teaching in the Schools

21. In the elementary schools run on Basic education lines craft is taught in all grades from I-VIII or upto VII in some States depending upon the duration of the elementary school.
22. In the non-basic elementary schools the duration of craft teaching varies in States. In some States craft is taught in all the classes of the elementary school whereas in others craft is taught only in some of the classes.
23. In most of the secondary schools where crafts are taught, they are introduced in the VIth standard and continue upto Xth or XIth standard. In some schools craft is introduced earlier and does not go beyond the VIIIth standard. In some other schools craft is introduced much earlier and continues through out the secondary stage. ✓

V. Crafts Prescribed for or Taught in Schools
Secondary Schools

24. The common crafts suggested in the various elementary school syllabi are: Agriculture, gardening, spinning, clay modelling, toy making, pottery, paper and card board work, book craft, home craft including sewing, tailoring, embroidery and wood work. There are a few crafts peculiar to some of the States. For Example, bamboo work in M.P., coir work, basketry and Mattar work in Kerala and lacque industry in Assam.
25. The integrated syllabi for elementary schools recently adopted in some of the States recommend in the name of hand work, other activities such as, art, drawing, music, needle work and simple craft work for non-basic schools.
26. In all, 44 different crafts have been prescribed in the different syllabi for secondary schools. But the most popular common craft prescribed in many of the syllabi are hand spinning and weaving, wood work, tailoring, metal work, needle craft and embroidery, leather work, gardening, clay modelling and papier mache. ✓

27. The crafts reported to be actually practised in the secondary schools of the different States are as many as 41 in all. Spinning seems to be the most popular craft in a majority of the States. Agriculture is popular in Mysore and Indhra, wood work is practised in a majority of the schools in West Bengal, Orissa, Maharashtra and M.P. Among crafts for girls embroidery seems to be popular in most of the States.

V. The Qualification of Craft Teachers in Schools

28. In a large majority of junior and senior Basic schools craft is usually taught by teachers who have had regular training in methods of teaching in the Basic teachers training institutions where craft forms one of the aspects of training. In some of the secondary schools also Basic trained teachers are employed for the teaching of crafts, but Basic teacher training institutions do not seem to be the main source from which the secondary schools draw their craft teachers. These secondary schools draw their teachers from a large variety of institutions including technical schools; art institutions; polytechnic departments; specialised craft institutes; industries' departments; home science colleges; Basic training colleges; private centres such as Harvydya Training Centres, Khadi and Gramodyog institutes; occupational or vocational institutions; technological institutes; agricultural colleges; departments of industries and commerce; department of horticulture; schools of engineering and institutions of social welfare departments.

VI. Facilities for the Training of Craft Teachers

29. The existing facilities for training in craft are mainly of the following three types: (i) technical craft training institutions run by the Industries Departments or vocational training institutions; (ii) teacher training institutions under the control of the Education Departments of the States; (iii) special craft training institutions or wings attached to the teacher training institutions for training of teachers in crafts under the control of the Education Departments.
30. On the whole the existing training facilities seem to be quite inadequate and limited. Due to the lack of coordination between Education Departments and the Departments organising technical craft training institutions, the existing resources are not being properly utilised. Moreover, the general experience is that for craft teachers in schools as well as the training institutions, mere technical training in crafts is not/enou

VI. Administrative Practices Related to Craft Education in Schools

a) Physical facilities for craft teaching in schools

31. Building Accommodation for Craft Work in Schools:

- 1) Some States provide a separate room for craft work but the position on the whole seems to be quite unsatisfactory.
- 11) The specifications laid down by the various Departments for providing accommodation for craft work per school are different. Some States have laid down standard size of craft classes and craft sheds. In some cases the accommodation is calculated according to number of children in the class. The rate for such calculation is 15 sq. ft. per child for Basic schools in West Bengal and Madras. The study indicates the need for evolving systematic formulae or specifications for the provision of accommodation for different crafts and for schools at different levels.

32. Supply of equipment for Craft Work:

- 1) The general practice seems to be that the equipment is supplied by the State Education Departments. Only a few States have given some formula for the supply of equipment. For example, Madras provides equipment for cloth craft for a junior Basic school @ Rs. 300/- per teacher. In some of the secondary schools a few students have been reported to be possessing their own set of tools. But this does not seem to be a common practice in any of the States.
- 11) Some of the State Departments of Education have worked out lists of equipment for different crafts. But on the whole there seems to be a great need for working out systematic formulae or specifications for providing a set of minimum craft equipment to the schools.
- 111) From the responses of the secondary schools it appears that the secondary schools seem to be generally quite satisfied with the supply of craft equipment.
- iv) Adequate arrangements for the timely repair of craft equipment do not seem to exist in most of the schools.

33. Supply of Raw-Materials:

- 1) Some States adopt systematic criteria for the supply of raw-material. But on the whole the procedures are not systematic.
- ii) In most cases raw-materials are supplied by the Education Department. Only in a few cases the schools are authorised to purchase raw-materials in an emergency.

b) Disposal of Craft Products Prepared by the Students

34. The policy regarding the uses to which the income from the sale proceeds of the craft products should be put, seems to be varying in different States. In Andhra Pradesh, for example, the Department expects the income from the disposal of craft products in junior Basic schools to be utilised for children's welfare, in senior Basic schools for supplying fodder for cattle, in high schools for the purchase of craft equipment and improvement of the craft department and in multi-purpose schools for the improvement of craft department. In Madras the net income from craft work is given to the management of the schools for providing ^{possibly} cloth and food to the school children ^{for equip-}ment. In Maharashtra the Department expects to recover through the sale of craft products the expenditure on raw-materials as well as labour and depreciation charges. In Uttar Pradesh it is mentioned that while crafts are taught as a subject and not with any profit motive some profit is expected from agricultural farms and from spinning and weaving. In middle and secondary schools the income from crafts is deposited in their accounts and purchases and other necessary expenditure are made out of it. In Government schools the income from craft materials is deposited in Government account. The income from the sale of agricultural farm produce of senior Basic schools is deposited in the school account and is utilised for the betterment of the school farm. In West Bengal in the case of junior and senior Basic schools the Department expects some economical return from craft work and income from the disposal of craft products is deposited in the treasury. Recently the schools have been directed to use money from the sale of craft products for school meals and uniforms.

35. The procedures adopted to dispose of craft products prepared by students vary considerably among the States. The most prevalent method of disposal seems to be that of sale in public either through auction or in the market. In many cases the products are sold to the pupils and the teachers in the schools. In some cases they are returned to

pupils. Some schools, however, retain them either for their use or for exhibition purposes.

36. The different States adopt different units for calculating the economic returns from the disposal of craft products. Maharashtra, for example, calculates returns in terms of percentage of the expenditure on raw-materials as well as labour and depreciation charges recovered. Some States have reported the economic returns in terms of hanks of yarn and yards of cloth. It is, therefore, difficult to form any comparable idea about the economic returns from the disposal of craft products in different States.
37. From the analysis of the responses of the secondary schools it appears that the problem of the disposal of craft products is not being dealt with as carefully as it should be.

c) Budget for Craft Education in the States

38. The State Departments of Education do not generally make any separate provision for craft education in their educational budget. Only Gujarat State has reported that it sets apart 1.3% of the total educational budget for craft work in schools.

d) Provision of Craft Teachers

39. In the junior classes of the Basic schools generally the class teachers teaching other subjects are expected to teach crafts also. For the senior classes sometimes in some schools separate craft teachers are provided.
40. In the non-Basic elementary schools also the practice of providing a separate craft teacher does not seem to be followed.
41. A large number of secondary schools have at least one teacher per craft. The situation in Rajasthan and Maharashtra, however, is rather unsatisfactory in this respect, as only 32% of the schools in Rajasthan and 38% of the schools in Maharashtra have reported that they have got one teacher per craft. In Gujarat 46% of the schools report that they have more than one teacher per craft.
42. The position regarding the adequacy of staff for craft work in secondary schools varies from State to State. The range of percentages answering in affirmative is from 31 to 92. Schools in Gujarat, Maharashtra and Uttar Pradesh seem to be very much satisfied about the adequacy of the staff. In West Bengal, Rajasthan, Orissa, Mysore, Bihar and

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Andhra at least half of the schools feel that they have adequate staff for craft work. Fewer schools in Madhya Pradesh and Kerala report that they have adequate staff.

43. Generally it appears that secondary schools employ teachers who are Matric-pass and who have had some training in crafts. It is reported by a large number of schools that they have difficulty in securing good trained teachers for the teaching of crafts.

e) Supervision of Craft Work

44. Supervision of the day-to-day craft work is generally done by the craft teachers and the school headmasters.
45. At the level of the Education Department generally there is no provision for separate personnel to supervise and inspect craft work of schools. In this respect the example of the United Kingdom might well be followed. There, craft supervisors in different regions see to it that the schools have the facilities necessary for the organisation of craft work and that the craft practices are organised systematically and scientifically. In addition these supervisors give guidance to the craft teachers, make their experience of different schools available to all the schools in their regions and organise seminars, refresher courses and in-service training courses. Occasionally national seminars are also organised wherein the experiences of the different regions are exchanged.

f) Craft Syllabi

46. A perusal of the various syllabi for different levels of the schools of the various States leaves much to be desired. Some of the striking limitations of our existing syllabi are:
- i) The absence of a very clear statement of the objectives of craft education in functional terms.
 - ii) Absence of well worked out functional targets of achievement for the different grades.
 - iii) Lack of clear instructions about the number of crafts to be taken up by a school and about the practice of craft work in the schools.
 - iv) Inadequate instructions about the mode of conducting examinations in craft work, the different aspects to be taken into consideration while assessing the craft work

and the weightage to be given to each of these aspects.

g) Literature on Crafts

47. There seems to be a dearth of suitable literature on various crafts for the use of craft teachers in schools.
48. There is need for producing suitable literature on various crafts for the children of different levels.

B. RECOMMENDATIONS

These recommendations are meant for consideration of agencies at different levels. They are being given here in the hope that when implemented they will help improve craft education and the utilisation of craft in education in the country.

I. For the Central Government

1. The place of craft has already been recognised and accepted in all stages of Indian school system but it should be categorically stated. This will make it possible to have some crafts in education upto to the highest stage. The main aim of craft education will be to develop favourable attitudes towards work and technical skill and to provide work experience to the students. It is also necessary that the students should share in the experience of contributing to the productive work of the country. From this point of view craft may be interpreted in a broad sense as meaning experience of productive work involving some technical skill. Such work should form a compulsory part of schooling at the elementary and secondary education levels.
2. An enquiry should be initiated into the problems of adoption of craft at the various stages of education. Such an enquiry would help locate the main obstacles and the steps that should be taken in order to smoothen the introduction of craft or work experience in education at different stages.
3. The various objectives to be fulfilled by craft education should be clearly worked out for the different stages. This can be achieved if a central agency undertakes this task with the help of people from the different States.
4. Some criteria should be worked out for selection of crafts both for the elementary and secondary schools. These criteria may develop from the immediate national needs. Some criteria are suggested below:-

(a) Significance for the national development

The country is entering into an age of rapid industrialisation and technological progress. Crafts providing experiences which contribute to the achievement of such an objective, may be given preference. This would mean introduction of technical crafts in the secondary schools. These crafts would help students develop technical skills needed for all kinds of technical jobs in the country. This would be a kind of polytechnisation of secondary education.

(b) Importance of craft or work experience for education.

Education should envisage the use of work experience for the education of the child. As far as possible work experience should be utilised in the elementary schools for teaching different subjects. Correlation should come natural and should not be forced. The spirit of correlation should be accepted by teachers. This would help in avoiding correlation degenerating into a rigid, closed-in methodology.

(c) Crafts of local economic significance.

India is rich in various kinds of raw material which should be properly utilised in schools for providing craft or work experience to students. Local conditions should be taken into consideration while selecting crafts. For the coastal areas in the country fishery may be very useful craft or work experience. Similarly coir work would be a good craft work for Kerala, wool for Kashmir, and Bikaner (Rajasthan) etc.

In this connection the suggestions made by Dr. Morgan* for possible work experience in rural parts are quite useful. Dr. Morgan suggests important vocational subjects like soil improvement and land reclamation, food processing, ocean product technology, mineral processing etc. These may be developed in a scientific manner in institutions in the country.

5. Syllabi for different crafts should be prepared stating clearly the objectives of craft education in functional terms, giving functional targets of achievement for different grades, giving specific and clear instructions about the number of crafts to be offered by a school and the number of crafts to be selected by a child, detailed instruction regarding the practice of craft work in the school and the methods of evaluating or assessing craft work. The various States may be involved in the preparation of the syllabi in working out the requirements, in suggesting the utilisation of work experience for education and other related issues. This would help in making craft courses more systematic and scientific.
6. The Central Government should work out some schemes of encouraging experimentation in crafts and preparation of literature. This is being already done under some schemes of the Ministry of Education. More schemes should be initiated in this direction.

7. Series of experiments in developing new crafts should be taken up by a Central agency. The National Institute of Basic Education has done pioneer and significant work in this direction. The Institutes' craft section should be strengthened for enabling it to further its work on the lines.
8. There is a great need for educating public opinion for providing work experience in education. Steps should be taken to effect change in attitude of the public towards crafts. An effective method would be to make the work experiences significant so that these are realised by the students and the parents. Use of mass media should also be made in this direction.
9. A scheme of giving grants-in-aid to certain institutions may be worked out. Some good schemes can be worked out to provide international and national cooperation for this work. Grants may be given in terms of craft equipment and tools, which may be tried out and used in the various States.
10. A scheme of setting up library of tools in each district may be worked out by the Central Government and the States may be given grant to undertake such a project. The main aim of the libraries may be to provide all kinds of tools, some of which can be duplicated and many sets may be prepared by the various agencies. This is likely to encourage students of secondary schools and adults in adult classes to use tools for production work and developing craft skills.
11. Some central agency like the National Institute of Basic Education may take up the work of setting up good model training programmes by working out such programmes with the help and cooperation of people from the various States. These may be tried out in the different States and the results fed back to the National Institute for making improvements.
12. Extension service programmes should be worked out at the National Institute of Basic Education to provide guidance in developing work in crafts in the various training institutions.
13. Some pioneer institutions may be set up which are prepared to undertake experimentation in crafts and a central grant may be created for encouraging such work.
14. The various efforts being made to provide training facilities in crafts, small-scale industries, rural industries or other work experience should be coordinated. For this purpose a coordination committee may be set up on which representatives of the various agencies providing such training may work. This may be a permanent body coordinating such efforts and publishing accounts of training programmes.

II. For the State Governments

15. Crafts should be made compulsory for all the elementary and secondary schools of all kinds. This is already being done but it may be better to set a deadline to do this work. It may, for example, be decided that by the end of the Third Five-Year Plan no school will be without some craft teaching.
16. State Governments (Education Directorates) should take up work of preparing objectives of craft teaching and syllabi for various crafts or work experiences at the different levels. This should be immediately attended to. The cooperation of the technical people would be needed in this connection.
17. Steps should be taken to encourage experimentation in new crafts.
18. The status of the craft teachers should be raised. It is a pity that in most cases the craft teacher finds himself in an inferior position in an institution. There should be ^{no} difference in the salary and grade given to craft teachers and other ~~kind of~~ teachers, if they are otherwise equally qualified.
19. Steps should be taken to meet the shortage of craft teachers in schools by providing sufficient teachers for the different crafts.
20. Definite plans should be worked out to encourage better people to come as craft teachers. In this connection some suggestions are given below:
 - (a) Craftsmen who are good in their work may be selected and encouraged to study and join the teaching line. This can be done by encouraging village panchayats to select young craftsmen willing to enter teaching line and get education.
 - (b) Competitions may be held in various crafts and prizes may be awarded to teachers who have high standards of craft work. This would encourage teachers to be more efficient.
 - (c) The teachers who get the first five prizes may be given further training in crafts

at the State expense. This would provide a continuous flow of leadership in craft education.

- (d) Prizes may be awarded to teachers or schools doing experiments in new crafts or preparing new useful craft equipment. The prize should be such as could be utilised by the individual or the school for continuing work in experimentation in craft or equipment.
- (e) Students reading in craft institutions may provide good personnel for craft teaching. For this purpose good students should be selected from such institutions and stipends may be given to them for further education and general pedagogical training.

21. Efforts should be made to improve facilities for training of craft teachers. Some suggestions are given below:-

- (a) The State may set up some pioneer training institutions having very good facilities for craft training. These institutions may be able to turn out batches of craft educators. It may be useful to attach strong craft training sections to the post-graduate Basic training colleges and to ^{desire} promising trained teachers ~~desire~~ for an intensive training in selected crafts for a minimum duration of six months.
- (b) More effective in-service programmes should be organised. These may include part-time training courses and refresher courses in vacation.
- (c) The various training facilities existing in the State for providing training to craft teachers may be properly utilised. Perhaps this is not being done for want of proper coordination between the various agencies working in the field. Effective steps should be taken ~~up~~ by the State governments to coordinate such efforts being made by the different agencies.

22. A formula should be worked out for providing accommodation for craft work in the different schools. There is

a regrettable shortage of space in most cases. Steps should be taken to provide sufficient accommodation for both teaching of crafts and storing of craft products.

23. Many private schools are not able to provide crafts in a proper way for want of financial assistance. Some way should be worked out to give grants to such schools to enable them to provide craft education.
24. Before a particular craft is started in some schools provision should be made for proper equipment needed to run the craft. It is a sad experience that in many schools agriculture is started without the schools having any land or irrigation facilities. This is a serious mistake and the State Governments should look into this matter.
25. Steps should be taken to prepare lists of minimum equipment needed for the various crafts. For this purpose suitable formulae may be worked out and adequate equipment should be provided in the schools.
26. Training institutions should be encouraged to have facilities for repairing tools for the various crafts. Such provision would be helpful for the training institutions to provide experience in repair of tools to the trainees. The training institutions should be able to help the various schools in their areas to have the tools repaired.
27. The headmasters of the schools should be given some powers to make purchases which may be urgently required. For this purpose some contingent funds may be provided.
28. Proper use should be made of available local talents and resources for giving craft or work experience to students. This should not be perfunctory but should be systematic and worked out in details.
29. Raw materials should be provided in time. For this purpose some method should be worked out for the quick supply of raw materials to the schools. One set of practices may not be applicable in all States. The State governments should be able to work out these with the help of the persons concerned.

*Suggestions for minimum equipment and materials for wood work, clay modelling; clay work and pottery; carving; book making; line pictures and fabric printing - are given at the end of each of the chapters VII, VIII, IX, X, XI and XII of "Creative Crafts in Education" by Seonaird M. Robertson (Routledge and Kegan Paul, London, 1955).

30. The productive aspect of craft should not be neglected. Although craft or work experience should not be dominated by economic motives, the productive aspect which is a necessary part of educative experience should not be lost of.
31. Some good methods should be worked out for the disposal of craft products prepared by the students. For this purpose some suggestions are given below:
 - (a) The work should be able to provide necessities in the schools like mid-day meals or uniforms.
 - (b) Some agency at district level should be set up which may buy all the craft products which are not easily sold and which may take steps to utilise them and sell them for consumption to the various agencies.

III. Supervision

32. There should be separate supervisors who may be called craft supervisors or craft organisers to provide guidance to craft teachers and supervise the work of schools and training institutions.
33. Proper facilities should be provided for the training of supervisors. For this purpose some pre-service training facilities in the pioneer institutions may be made. Proper in-service facilities may also be provided.

IV. For the Training Institutions

34. In order that the pupil-teachers going out of the teacher training institutions are able to teach crafts in schools effectively, it is essential that the teacher-training institutions should give serious attention to the teaching of crafts. Besides proficiency in craft skills the pupil-teachers should be given training in the scientific methods of teaching crafts.
35. The status of craft instructors ~~should be well~~ in training institutions leaves much to be desired. The craft instructors should be well integrated with the staff of the training institutions. Sometimes the craft instructors have lower status and this has effect on the craft work being done in the institutions. The training institutes should give the same status to craft instructors as is given to the other members of the staff.
36. The training institutes should select such crafts for their programmes as are usually taught in the schools of that State. Sometimes the training institutions provide crafts which are not

practised in the schools. Such a practice has had effect on the training of teachers and leads to waste of training.

37. Training institutions have a definite responsibility in the preparation of literature for the use of school teachers. This responsibility can be discharged if the training institutions work out systematic programmes of preparing guide books, hand books etc., for the topics which need elaboration and discussion. The experiments being done in the training institutions can be written out and made available to the teachers for their use. The training institutions can also prepare simple reading material for boys on technical aspects of crafts for which literature usually is not available.
38. The craft work should be related to other programmes of the institutions so that it may become more meaningful.
39. One of the most neglected aspects of craft education in training institutions is instruction about the teaching of crafts. More attention should be given to the techniques of teaching crafts so that proper skill attitudes, work habits and insight are developed. For this purpose the training institutions may have to work out their assignments and even techniques of instruction. This is a new field and training institutions may well learn from ~~the~~ other's experiences. They can hold some common seminars or workshops on this and related programmes.
40. Weightage should be given to the craft work in the total evaluation of the training programmes. In many institutions craft work is not taken into consideration towards the final evaluation of the pupil-teachers. This creates attitude of non-seriousness in the pupil-teachers towards craft work. Since craft forms a part of the training programme, it should be given due place in the programme of the institutions.
41. Proper records should be kept for the purpose of evaluation of craft work being done by the pupil-teachers. This would have an added advantage of giving training to the pupil-teachers in the maintenance of records which they are usually required to do when they are employed as regular teachers in the schools.
42. Internal assessment should be given more importance

than the external assessment in the craft work. It is better to work out criteria of assessing pupil teachers and fixing targets for craft work.

IV. For the Schools

43. The schools should make sure that proper facilities are provided for teaching and learning of craft work. Necessary equipment and sufficient raw materials should be provided in time to the teachers and pupils. Much time is wasted in many schools because of delay in providing equipment and raw materials.
44. The schools should select crafts which are suitable for their locality or with respect to other criteria that are being considered. The schools should also take into consideration the availability of the staff for teaching of crafts which are to be started.
45. The syllabus may be discussed in the staff meetings and worked out in weekly divisions. The basic schools which are following correlated teaching methods should also work out the correlated units. This should be done in a broad way in the beginning of the session and may be revised at the end of each month.
46. Systematic work should be done in laying down targets for craft work in the different grades. Sufficient time should be provided for the craft work.
47. The teacher should clearly know the why and therefore of craft while teaching the pupils in the different stages. In most cases the teachers tend to teach mechanically and are satisfied with merely giving instruction in craft skills. Since the main aim of education is to provide experiences to children for their development, craft should also aim at contributing to this kind of experience. This is possible if the craft teachers are careful and take pains in knowing the educational and scientific aspects of the crafts.
48. Pupils should be encouraged to participate in all aspects of work in connection with craft teaching. They may, for example, help the teachers in organising the materials in the class, in setting up craft workshops, cleaning the classroom, doing self-evaluation, completing record forms and keeping technical drawings and tool boxes in order.

49. The schools should work out their records to be kept by the pupils and the teachers. The records should be simple and should not take much time for their regular maintenance. These records should be able to help the teachers in evaluating the progress of the pupils.
50. One way of assessing the progress of pupils is through developing a reliable way of rating the pupils. Teachers can get some practice in rating if they define the various aspects that are to be rated and define the various points of the rating scale in functional terms.
51. Due importance should be given to self-evaluation whereby the pupils rate their own performance and are able to find in what aspects they need more improvement.
52. Craft should be considered for promotion like other subjects. In some States, there is no examination in craft work and in some other States even if the examination is held the marks are not taken into consideration for the promotion of the pupils. This tends to give less importance to craft in relation to other subjects. Craft should occupy an important place and should be seriously taken both by the teachers and the pupils.

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192, Stonelaw Road,
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1 2 3 4 5 6 7 8 9 10

Appendix: II

QUESTIONNAIRE ON THE SITUATION OF CRAFT TEACHING
IN SECONDARY SCHOOLS

1. NAME OF THE SCHOOL
(Please print name of school)

2. (a) Is it a High School/higher secondary school/
Multipurpose school?

(score out the alternatives which do not
apply).

(b) Is it a boys/girls/co-educational institution?

3. In which classes are crafts taught as a part
of the curriculum? (Please place a tick mark
against the appropriate classes)

Class VI

Class VII

Class VIII

Class IX

Class X

Class XI

4. Is craft a compulsory/optional part of the
curriculum?

5. What are the crafts provided in the school?

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)
- (7)

5. (a) Are the crafts provided in the school linked with
those practised in the surrounding area?

Yes/No

6. What are the objectives in introducing craft education in the curriculum?

(Please place a tick mark against the appropriate statement (s).)

- (a) Contributes to the leisure time activities of pupils _____
- (b) provides vocational outlet to pupils _____
- (c) enables them to gain manipulative skills _____
- (d) inculcates dignity of labour _____
- (e) explores their aptitudes and interests _____
- (f) makes them appreciative of craft products _____
- (g) gives them confidence to use inexpensive and locally available material _____
- (h) offers opportunity for guided exploration and experimentation in practical situations _____
- (i) provides specialised experiences to pupils with special interests, skills and talents to further develop these abilities _____
- (j) makes them better householders in the matter of minor household repairs _____

7. To what extent are these purposes fulfilled in the actual teaching of the crafts in your school?

8. How many hours a week are devoted to craft teaching?

9. Are the class periods of sufficient length?

Yes/No

The period is of.....minutes' duration.

PHYSICAL FACILITIES

10. What is the average size of each craft class?

11. Is it commensurate with the nature of work to be done?

Yes/No

12. Are the craft classes conducted in a room set apart for the purpose?

Yes/No

13. Does the room provide adequate space?

Yes/No

14. Is the room well-lighted and otherwise suitable?

Yes/No

15. Are adequate storage facilities available for pupils' handiwork, general material and supplies?

Yes/No

16. Are adequate working facilities available in the form of

Work benches	Yes/No
Tables	Yes/No
Easels	Yes/No
Tools	Yes/No
Show-cases	Yes/No
Display boards	Yes/No
Raw Material	Yes/No

17. Are materials and equipment efficiently used?

Yes/No

18. Are raw-materials made available to pupils in time?

Yes/No

19. Do students work individually/in groups?

20. Is each student provided with his own set of tools? If not, with how many has he to share it?

21. What percentage of students, if any, possess their own tools at home?

22. Is the workshop kept open for pupils outside regular hours? If so, for how long?

23. ~~Is the workshop~~

23. What percentage of students use the workshop outside the course of studies?
24. What percentage of students pursue the craft at home for pleasure?
25. On what reason is the students' choice of craft based? (Place a tick mark against the appropriate column).

- | | |
|---------------------------------------|-------|
| (1) the choice provided in the school | _____ |
| (2) his own aptitude | _____ |
| (3) hereditary craft in the family | _____ |
| (4) parents' choice | _____ |
| (5) teachers' choice | _____ |
| (6) accidental | _____ |

26. How many crafts can a student offer at one time?
27. For how many years does he study the craft compulsorily?

No. of years _____
 From class _____ to class _____

28. Is a change of craft possible during the secondary school course?

Yes/No

If so, at what stage?

STAFF

29. How many teachers are employed in the school for each craft?

<u>Craft</u>	<u>No. of teachers</u>
(1) _____	_____
(2) _____	_____
(3) _____	_____
(4) _____	_____
(5) _____	_____

30. Is the staff adequate for each of the crafts?

Yes/No

31. Have the teachers received institutional training in crafts?

Yes/No

32. What is the qualification prescribed by the State for each kind of craft teacher?

Designation	Craft taught	Educational qualifications	Professional qualifications	Pedagogical qualifications
-------------	--------------	----------------------------	-----------------------------	----------------------------

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

33. What are the institutions in the State that provide craft-cum-pedagogical training?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

34. Do you experience difficulty in securing craft teachers who know their subject satisfactorily?

Yes/No

35. Do you experience difficulty in securing craft teachers who are pedagogically trained?

Yes/No

36. Are untrained and unqualified artisans employed in the school?

Yes/No

37. What are the scales of pay of craft teachers?

Designation	Craft taught	Scale of pay
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____

38. Are craft teachers acquainted with the modern practices in teaching crafts - or do they follow the traditional methods?
39. Do the craft teachers participate in community craft activities?

CURRICULUM

40. Does the content of the craft curriculum include
- | | |
|--|--------|
| (a) manipulative skill | Yes/No |
| (b) a study of the economics of the craft | Yes/No |
| (c) the scientific basis of the craft | Yes/No |
| (d) the application of the craft in daily life | Yes/No |
41. Is the curriculum integrated with
- | | |
|---|--------|
| (a) home and community experience | Yes/No |
| (b) other subject areas in the programme of studies | Yes/No |
| (c) co-curricular activities | Yes/No |
42. Does it stress the creative aspects of crafts
- Yes/No
43. Does it stimulate interest in the pupil and prepare him for craft pursuits beyond the secondary school?
- Yes/No

INSTRUCTION

44. Are field trips conducted to places of interest from the standpoint of craft education?
- Yes/No
45. What special steps are taken to promote craft work?

INSTRUCTIONAL MATERIALS

46. What instructional materials are provided for craft instruction under the following categories?
(Please attach separate lists if space is not adequate)
- | |
|---|
| (a) Text books |
| (b) Reference material |
| (c) Periodicals |
| (d) Teachers' file of material |
| (e) Pupils' collection of craft designs and materials |
| (f) Craft models and charts |
| (g) Any other |

EVALUATION

47. How is pupil progress evaluated? (Place a tick mark against the appropriate answer).

By maintaining a record of pupil progress _____

By evaluating creative ability _____

By evaluating technical competence _____

By evaluating quantitative turn-over _____

48. Is craft work assessed by internal and /or external assessment?

49. Are examinations held in the craft? If so, how often are they held in the year?

50. What is the composition of each examination?

	No. of papers	Duration	Marks
Theory			
Practical			
Viva Voce			

51. Is a minimum number of marks prescribed for a pass?

Yes/No

If so, what is it?

52. Is the pupils' achievement in crafts taken into consideration in deciding his total progress and his promotion to the next class?

53. What is the size of funds available for craft programme each year?

Recurring

Non-recurring

54. Is the amount adequate?

55. How are the articles produced by pupils disposed of?

56. Please mention any other special features about craft instruction in your school.

57. What are your suggestions for bringing about improvement in craft instruction?

58. Please attach the following statements.

- (1) The number of students studying each craft from Standard IX to XI, or where the higher secondary school is from Standard VIII, from Standard VIII to Standard XI.
- (2) Statement showing the position of staff for craft instruction in the following form.

Name of Craft	Designation of teacher	Educational and profe- ssional qualifications	Whether qualified according to prescribed regulations.
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- (3) List of equipment provided in the school for each craft.

Signature of Headmaster

Place

Date

APPENDIX III*

The following table indicates the various crafts taught to boys and to girls in ^{some} ~~each~~ countries.

Country	Boys	Girls
Argentina	Bookbinding, Woodwork.	Needlework, Domestic Science, Bookbinding.
Australia	Woodwork, Metalwork, Farm Mechanics.	Needlework
Austria	Stencilling, Lino-cutting, Cardboard work, Bookbinding, Modelling, Woodwork, Metalwork, Gardening.	Needlework
Belgium	Cardboard work, Modelling in the Round, Woodwork, Metal work.	As for boys
Burma	Woodwork, Metalwork, Cane and Bamboo work.	Needlework, Weaving, Pottery.
Canada		
Alberta	Leather Work, Pottery, State Art Art Metalwork, Art Woodwork.	-
British Columbia	Woodwork, Metalwork, Modeling (clay and soap), Photography, Costume and Poster Design.	-
Manitoba	Cardboard Work, Bookbinding, Leather Work, Lino-cutting, Woodwork, Metalwork.	Needlework, Weaving.

(Contd.)

* From: "The Teaching of Handicrafts in Secondary Schools"
International Bureau of Education, Geneva, Pub. No. 123, 1950)

Country	Boys	Girls
Canada:		
Nova Scotia	Woodwork, Metalwork.	-
Ontario	Modelling, Wood & Soap-carving, Stage Art, Textile Printing, Pottery, Weaving, Carpet Making, Bookbinding, Metalwork.	Certain Art Courses as for boys; Needlework.
Saskatchewan	-	Hobbies: Leather work, Embroidery, Shell Work.
Ceylon	Woodwork (and occasionally Basketry, Leather Work, Metal work).	Weaving
Chile	Cardboard Work, Bookbinding, Woodwork.	Needlework
Czechoslovakia	Gardening, Woodwork, Models, Car-driving, Cooking, Tailoring (in 'work groups')	As for boys; Needlework, Domestic Science.
Denmark	Woodwork (Slojd)	-
Ecuador	Bookbinding, Geometrical and Geographical Modelling, Work on natural resources.	Domestic Science
Egypt	Fretwork, Metalwork, Modelling, Pottery, Bookbinding, Leather Work, Weaving, Carpet Making.	Needlework
Finland	Cardboard Work, Woodwork (incl. Woodcarving), Metal work, Making Model Aeroplanes, Physics Apparatus, etc.	Needlework

(Contd.)

Country	Boys	Girls
France	Cardboard Work, Woodwork, Metalwork, Assembling Machinery, Installing Electric Light.	Needlework, Domestic Science, Child Care.
Holland	Cardboard Work, Modelling, Woodwork.	As for boys
Honduras	Modelling, Weaving, Basketry, Woodwork, Metalwork, Bookbinding, Soap-making, Brush-making, Pottery, Tanning, Preserving.	Needlework, Tailoring, Millinery, Flowermaking.
Indian		
W. Bengal	Cardboard Work, Modelling, Woodwork.	Needlework
Madras	Gardening, Agriculture, Woodwork, Weaving.	Domestic Science
Central Provinces & Berar	Modelling, Cardboard Work, Basketry, Weaving, Woodwork, Metalwork.	Needlework, Domestic Science.
Ireland	Woodwork, Tree Study.	-
Israel	Cardboard Work, Woodwork, Metalwork, Electricity.	Needlework, Weaving, Domestic Science.
Korea	Woodwork, Bamboo Work, Metalwork, Machinery, Use of Plaster and Cement.	As for boys
Lebanon	Copper Work, Electrical Installation.	Needlework.
Luxemburg	Science Apparatus, Classroom Decoration.	Needlework, Domestic Science, Child Care.

(Contd.)

Country	Boys	Girls
Monaco	Cardboard Work, Woodwork, Metal- work.	Needlework, Domestic Science, Child Care.
New Zealand	Woodwork, Metal- work, Leather Work, Bookbinding, Weav- ing, Carpet Making, Block Printing, Pottery.	As for boys
Norway	Cardboard Work, Woodwork, Metalwork.	Needlework
Panama	Cardboard Work, Modelling, Woodwork, Metalwork.	Domestic Science
Persia	-	Needlework, Domestic Science.
Portugal	Modelling, Card- board Work, Felt- work, Woodwork, Linocutting, Models.	As for boys (except Models)
Salvador	Apparatus, Card- board Work, Book- binding, Woodwork, Metalwork.	As for boys
Sweden	Woodwork, Metal- work, Bookbinding.	Needlework
Switzerland:		
Basel city	No fixed syllabus	Needlework
Geneva	Cardboard Work, Woodwork, Metal- work.	Needlework, Domestic Science.
Neuchatel	Woodwork (incl. Woodcarving), Metalwork.	Cardboard Work, Raffia Work, Basketry, Leather Work.
Zurich	Modelling, Wood- work (incl. Wood- carving), Metal- work.	Needle work
Syria	-	Needlework, Domestic Science.

(Contd.)

Country	Boys	Girls
Thailand	Bamboo Work, Modelling; Wood- work, Gardening.	Needlework, Work with Banana Leaves, Candle-making.
Turkey	Cardboard Work, Woodwork, Metal- work, Modelling, Weaving.	Needlework, Domestic Science, Child Care.
Union of South Africa:		
Cape Pro- vince	Woodwork, Metal- work	Needlework
Natal	Woodwork, Metal- work, Bookbinding, spinning, Weaving, Modelling, Lino- cutting.	Domestic Science
Orange Free State	Wood work	Needlework
Transvaal	Woodwork, Metal- work.	Needlework, Domestic Science.
United Kingdom:		
England & Wales	Woodwork, Metal- work, Bookbinding, Block Printing, Textile Printing, Pottery, Plastics.	As for boys (except Woodwork and Metal- work); Needlework.

Appendix: IX.LIST OF ELEMENTARY SCHOOL SYLLABII STUDIEDANDHRA

- (i) Basic schools curriculum and its objectives;
- (ii) Syllabus of courses for the lower secondary stage of instruction (Telangana); classes VI, VII, VIII, Government of Andhra Pradesh, Board of Secondary Education, 1959.

ASSAM

Curriculum for primary, middle schools, middle madrasahs, middle English and High madrasahs, Sanskrit middle schools and high English Schools for boys and girls: Shillong, Assam Government Press, 1952.

Bihar

Syllabus for elementary schools in Bihar for classes I to VII of primary, middle, Basic and high schools; Secretariat Press, Bihar, Patna; 1959.

BOMBAY (erstwhile)

- (i) Revised syllabus for standards I-VII (Primary, Basic and secondary schools); Poona: 1956.
- (ii) Revised syllabus in Basic crafts and community living; (supplement to the revised syllabus for standards I-VII); primary, basic and secondary school; government of Bombay: 1957.
- (iii) Middle schools syllabus of studies; classes V-VIII; 1959 edition; Vidarbha Board of Secondary Education, Bombay State, Nagpur, 1959.

JAMMU AND KASHMIR

Syllabi for classes I to VIII; Research and Publication Department; Directorate of Education; Jammu and Kashmir.

KERALA

Syllabi for primary classes (standard I to VIII); Government of Kerala; Education Department; 1958.

MADHYA PRADESH

२. मध्य प्रदेश विद्यालय : १९५९ : २०५९

MADRAS

Revised syllabuses for standards I to VII;
Integrated elementary courses; Government of
Madras, 1959.

MYSORE

- (i) Primary school curriculum standards I and II;
Government of Mysore, Department of
Public Instruction; 1959.
- (ii) Primary school curriculum; standards III and IV,
Government of Mysore, Department of Public Instruction;
1959.
- (iii) The Revised Primary School Syllabus for
Standards V, VI and VII; 1960.

ORISSA:

- (i) Modified syllabus for primary school; approved by
Government of Orissa in the Education
Department; 1952.
- (ii) Courses of study for classes VI and VII; Board of
Elementary Education, Orissa.

PUNJAB

Detailed syllabi of different subjects for the
junior Basic, primary and middle departments of
recognised schools for boys and girls in the Punjab
(India); Approved by the Punjab Government,
Chandigarh; 1956.

RAJASTHAN

- (i) शिक्षा क्रम; लक्षा १ से ५ तक : राजस्थान शिक्षा विभाग : १९५८-५९
- (ii) शिक्षा क्रम; लक्षा ६ से ८ तक : राजस्थान शिक्षा विभाग : १९५८-५९

UTTAR PRADESH

- (i) उत्तर प्रदेश के विभिन्न स्कूलों का पाठ्यक्रम; बालक और बालिकाओं के
लक्षा १ से ५ तक के लिये; वर्ष १९५८

- (ii) Curriculum for junior high school classes VI, VII and VIII
for boys and girls; U.P., 4th Edition, 1958.

WEST BENGAL

प्राथमिक विद्यालय पाठ्यक्रम, द्वाविमासी प्रथम भाग

West Bengal, Education Directorate,

DELHI

- (i) Syllabi and courses for Recognised schools in Delhi Adm nistration; Vol. ~~II~~ ^I; Middle classes VI to VIII; 1960. Primary classes I to V; 1960

HIMACHAL PRADESH

- (ii) Syllabi and courses for Recognised schools in Delhi Adm Vol. II; middle Classes VI - VIII; 1960

Himachal Pradesh

- (i) प्राथमिक विद्यालयों का पाठ्यक्रम; हिमाचल प्रदेश प्राथमिक शिक्षा विभाग.
- (ii) मिडिल विद्यालयों का पाठ्यक्रम; हिमाचल प्रदेश प्राथमिक शिक्षा विभाग.

APPENDIX - V.

STATE-WISE ACCOUNT OF CRAFT WORK IN ELEMENTARY
SCHOOLS AS REVEALED FROM THE ANALYSIS OF THE
ELEMENTARY SCHOOL SYLLABI AND THE PROFORMA
SENT TO THE STATES

A N D H R A

Two syllabi have been studied in respect of this State. One is the Basic school curriculum dealing with classes 1-8 of the Basic schools. The other is syllabus for the lower secondary stage of instruction (for classes 6-8). In addition some information about the position of crafts in the schools of Andhra has been supplied by the Educational Research Society, Hyderabad.

In Basic schools craft work is a compulsory part of the programme of studies in all classes and this is utilised as a centre of correlation. The crafts prescribed in the syllabus is the cotton craft but the school is permitted to follow any other craft with the approval of the Department. In addition to cotton, any craft or crafts may be taken up as optional subsidiary crafts. Besides, general science, which is a compulsory subject, includes gardening. According to the Basic school syllabus the average time allotted to craft work is $1\frac{1}{2}$ hours per day in classes 1-3, two hours per day in classes 4-5 and $2\frac{1}{2}$ hours per day in classes 6-8.

From the other syllabus which is for classes 6-8 of traditional type, it appears that three periods per week out of a total of 39 periods per week are allotted for arts and crafts. This includes the time given to craft and music in case of girls. It is suggested in the syllabus that craft classes should be held in the last period in the afternoon so that the boys may continue their work after school hours and thus gain more time. The crafts suggested for these classes are:

Book craft and book binding and gardening for class 6; book craft and book binding, gardening, wood work and metal work for classes 7-8.

Regarding the time allotted to craft work, it is somewhat surprising that the Educational Research Society, Hyderabad, has reported to us that the time allotted to craft work is one period of 45 minutes per week in classes 1-5 of Basic schools, 40 minutes per week in classes 1-5 of non-Basic primary schools, half hour daily for classes 1-8 of Basic schools and 45 minutes per week in classes 6-8 per week of non-Basic schools. In table 5, however, the time prescribed in the syllabus has been given.

As regards the weightage given to the craft work in the grade promotion of children and the mode of conducting examination in crafts work, there is no description in the syllabi. The Basic school curriculum, however, mentions that the teacher is required to keep record of each child's achievement in craft work for each quarter and these records are scrutinised by the inspecting officers.

The Educational Research Society in this matter has reported

that craft is not a subject for external examination and craft is not taken into consideration for annual promotion. Records of craft are maintained and internal practical test is conducted in junior Basic, non-Basic primary and senior-Basic schools. In senior-Basic schools, internal examination is conducted in theory as well as in practice of crafts.

Objectives

The syllabus studied do not mention any specific objectives for the teaching of crafts. For Basic schools, general objectives of Education Commission propounded by the Hindustani Talimi Sangh have been summarised. The objectives reported by the Educational Research Society too are not very clear. The objective given is that craft helps the students in earning a living, and preparation for future life.

A S S A M

Hand work is prescribed as a subject for all the classes - 1-8. Some training in a useful hand work such as, spinning, rope making, button making, wood work, bamboo work etc., according to local necessity is to be imparted for all boys from class two upwards. In classes 1-4 usually paper work and rag work, clay work, bamboo work, jute and cloth work are practised. The syllabus suggests that in the lower classes hand work should be done in the spirit of play. Spinning both with Takli and Charkha is to be introduced in almost every school. Each pupil from class 5 upwards is required to select one vocational craft from the following: agriculture, spinning and weaving, metal work, leather work, wood work, lac industry, tailoring and embroidery, printing and dyeing, building together with the making of building materials, such as bricks and tiles. If agriculture is taken up as a vocational craft, any two allied subsidiary industries, such as dairy farming, poultry keeping, bee keeping, sericulture, pisciculture, preservation of food and vegetables and fruit canning are to be taken up as additional subjects. In girls schools for grades one and two same type of hand work is introduced as for boys. From grade three upwards a graded syllabus for needle work and domestic science is followed:-

The number of periods per week allotted for hand work in different classes is as follows:-

Grade 1	-	3 periods out of 30
Grade 2 & 3	-	4 periods out of 34
Grade 4	-	2 periods out of 38
Grade 5	-	2 periods out of 39
Grades 6, 7, 8	→	3 periods out of 40 (for boys)
Grades 6, 7, 8	→	2 periods out of 39 (for girls)
Grades 6, 7, 8	→	2 periods out of 39 (for boys)

*The syllabus does not give any detail of the weightage given to craft work in the grade to grade promotion of children or about the mode of conducting examination in craft work.

B I N A R

The policy of the State government is to gradually introduce Basic pattern of education in all the elementary schools. An integrated syllabus has been evolved for elementary stage. Craft occupies a compulsory place in the school curriculum. Usually gardening and spinning with its various processes are practised as crafts in primary classes. One of the following crafts may also be practised wherever facilities exist: card-board work, clay modelling, toy making and pottery, rope-making, basket making and mat making, simple weaving on small size loom such as ulwar, tape, etc., making of raski, jones, asani, bag, pin cushions etc.,

In classes VI and VII pupils are required to select one of the following six main crafts according to their taste, aptitude, according to local conditions and facilities available in the school: (1) Spinning and weaving; (2) Gardening and elementary agriculture; (3) Wood work and bamboo work; (4) Metal work; (5) Bone craft; (6) Clay modelling, toy making and pottery. Each pupil is required to take one subsidiary craft also. Those who select spinning and weaving as their main craft have to take gardening as subsidiary craft; all others have to take spinning as their subsidiary craft. Out of the total working hours allotted for craft work roughly three-fourth are to be devoted to the main craft and the rest to the subsidiary craft activities.

Regarding the time devoted to craft the following information is available in the syllabus:

(a) During summer months of April and May

6 hours per week in classes 1-5 and
9 hours per week in classes 6-7 (total
number of school hours per week during
these months are 27).

(b) During the rest of the months

7 hours per week in classes I, II & III.
7½ hours per week in classes IV and V.
9½ hours per week in classes VI and VII
(total number of hours in these months
is

For those students of classes VI and VII, who take up English as an optional subject the time allotted for work is reduced by three hours per week.

Assessment and evaluation of craft work

The progress record card given in the syllabus shows

that 400 marks out of a total of 1,000 marks are assigned for craft work - 300 for main craft and 100 for subsidiary craft. For those students of classes VI and VII who take up English which is an optional subject marks for craft work are reduced to 300 - 200 for main craft and 100 for subsidiary craft. The pupils are required to appear in an attainment intensive test in theory of craft work carrying fifty marks. The overall percentage of pass marks in craft is 50. In addition, children are required to keep records of craft work which are examined by the assessment board which visits the schools. These records are taken into consideration. In the total assessment for craft work, the following extract from the syllabus may also be found relevant here:

"The Assessment Board of different levels visiting a school will watch it at work, observe the pupils engaged in varied activities of safai, crafts, study, debates, physical demonstrations, including scouting and cabbage and hold discussions with the pupils and teachers individually and collectively. They will examine the records of the pupils relating to craft work, their diaries and notes on correlational subjects and also hold discussions with the pupils with a view to finding out if what had been written in them had been done really with self-effort and intelligent apprehension and appreciation of the contents. The Board will hold conference with the teaching staff and immediate controlling officers and discuss the ways and means for their solution."

The following suggestions given in the syllabus in connection with craft work may also be found useful:-

(a) Wherever possible, trained hereditary craftsmen may be employed. Whenever this is not possible, the school staff should try to secure the services of hereditary local craftsmen for training and giving demonstration to the pupils.

(b) During the practice of craft in school hours care should be taken to see that the pupils not only learn technique of the craft but also acquire necessary knowledge regarding the source, production and procurement of raw materials, tools and equipment, etc.

(c) In classes VI and VII, the pupils should be encouraged to take up specific purposeful projects relating to various crafts. For example, in wood work, the project may be maintenance and repair of the school furniture, supply of wooden foot-wear to neighbouring villages, etc. Different groups of pupils may take up different projects. The proper planning, execution and subsequent review of such projects will provide the necessary experience to the pupils to appreciate the purposefulness of craft activities.

Objectives

(a) To create vocational bias, to stimulate initiative and to foster a sense of dignity of labour;

(b) To equip the pupil with such reasonable skill as to enable him to produce useful articles to meet the basic requirements for his life as well as for his school community.

(c) To offer opportunities for acquiring correlated knowledge in different subjects.

Note: While keeping the above objectives in view, efforts should be made to ensure that the craft work is also economically productive. Economic productivity is a good test of the efficiency of craft work and efficient craft work is important if it is to be educationally useful.

G U J A R A T

Craft is a compulsory subject in Basic schools as well as in classes I to IV of the non-Basic schools. It is reported that the non-Basic middle schools in old Bombay State are not Government ones and no information is given for this.

Crafts followed:

In Junior Basic schools the crafts of spinning and weaving, kitchen gardening and agriculture, card-board modelling and wood work are practised. In non-Basic primary schools simple craft work is practised in clay work, kitchen gardening, spinning, card board modelling, bamboo work, paper work, articles from waste, paper-pulp work, cane work, mat work, basket work. In the senior basic schools crafts of spinning weaving, kitchen gardening and agriculture, card-board modelling, wood work, needle work and embroidery, tailoring, bamboo work and card-board modelling and book binding are practised. In each of these schools one of the above crafts of local importance is practised. Crafts in rural and urban areas as well as for boys and girls are the same.

Time devoted for craft work per week

The time devoted to craft work is 10 periods (each of 35 minutes) in junior basic classes, about five periods in non-Basic primary classes, 10 periods in senior basic classes and 4-5 periods in non-Basic middle classes.

Examination in crafts:

Craft is an examination subject in the Basic schools only and it is assigned 35% of the total marks. Out of a total of 100 marks for craft work 40 marks are assigned for general work, 40 marks for practical work and 20 marks for theory.

Objectives:

The objectives of introducing crafts in Basic schools have been reported as follows:

(1) To give necessary training in craft, to be self-sufficient individually or collectively in the matter of fundamental needs of a human being.

(2) To give opportunity to children.

Craft in these schools is taught as a medium of instruction. Nothing is reported in this respect about the non-Basic schools.

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JAZMU 32 KAJEMIR

The contents of the syllabus do not mention about any craft work in the classes I to VIII.

K E R A L A

With the orientation of the syllabus towards the Basic pattern, practice of some useful crafts forms a compulsory part of the school work at this stage.

Crafts followed:

At the primary stage, i.e., I to IV any one or two of the following crafts may be chosen by each school depending upon the availability of raw materials and skilled hands to assist their practice - cotton craft, gardening, coir work, basketry, mat weaving, paper folding and card-board work, clay modelling, needle work. The crafts suggested for classes VI and VII are - cotton craft, gardening and agriculture, coir work, wood work, card board work and book binding, leather work, pottery, basket work, needlework and embroidery tailoring.

Time allotted to craft per week

Five periods out of a total of 35 periods.

Objectives of introducing craft work

The aim of introducing craft in classes I to IV is mainly to develop the dexterity of fingers of the children and their powers of observation and creative imagination. In classes V, VI and VII more attention is paid to tidiness and finish of the products.

MALAYA PAND-SH

The syllabi for primary classes I to V as well as for VI to VIII have been reported to be based on the craft centered syllabus of the Hindustani Talimi League.

Crafts to be followed:

In classes I to V each student is to practise one main and one subsidiary craft. The main craft is spinning while the subsidiary craft may be any one of the following: Gardening, clay work and toy making, paper work and cardboard work, bamboo work. The integrated syllabus emphasises the important place given to craft work in classes VI to VIII. Craft activities along with other activities form the part of the curriculum but it is not clear whether craft forms a compulsory subject to be studied by each pupil in all schools. Craft activities have been listed along with other optional subjects and activities, out of which each pupil is required to select any three. Those students who offer crafts can select one of the following - spinning and weaving, gardening, wood work, needle and embroidery work, leather work.

Time devoted to craft work:

In primary classes 6 hours are devoted to the practice of main craft. The information about other classes is not available in the syllabus.

M A H A R A S H T R A

In the curriculum for integral elementary courses of this state, handicrafts occupy a compulsory place.

Crafts to be followed:

Each student of classes I to V is required to take up two out of the 4 crafts - spinning & weaving, paper work and card-board modelling, gardening, clay modelling. Besides, these, certain minor handicrafts, for example, stringing beads and flowers, preparation of decorated materials with paper leaves or flowers, etc., may also be taught where such facilities are available. In classes VI & VII any one of the following crafts may be chosen, i.e. gardening, spinning & weaving, wood work, home craft, including needle craft, metal work.

Time devoted to craft work per week:

Time devoted to craft work per week is 5 periods out of a total of 35 periods in classes I to V and 4 periods out of a total of 35 periods per week in classes VI & VII. The time mentioned here for classes VI & VII is also used for drawing and music, etc.

Assessment of craft work:

No external examination is held in craft work. Some records of pupils' progress in craft work are maintained in all the schools - whether Basic or non-Basic. In Basic schools, however, an internal examination in craft work is also conducted. It is not known what percentage of the total marks are allotted to internal examination in craft work. Of the marks assigned to craft work 80% are allotted to the practical work and 20% to theory.

Objective of introducing crafts:

The objective of the syllabus for handicrafts in classes I to V is to give children of these standards opportunity to practice the crafts of simple nature according to their capacity and to produce simple articles of utility as well as beauty. Handicrafts provide for the children an opportunity not only for productive work by developing skills of various kinds but also for creative self-expression in handling raw-materials of various kinds and transforming them into things of beautiful form and shape. The objective of arts & crafts in the classes VI and VII is to give all pupils scope for self-expression through drawing, painting and allied crafts and to help them to carry out their ideas by means of simple arts & crafts which can be fairly easily learnt and carried out by secondary school pupils thereby giving them training in creative and manual dexterity also.

M A H A R A S H T R A

Crafts are taught in each of the classes I to VIII.

It is compulsory in Basic schools but optional in non-Basic schools.

Crafts followed:

In junior Basic schools spinning, card-board and kitchen gardening are followed. In non-Basic primary schools simple craft work in clay or paper work is practised. In senior Basic schools one of the three crafts viz., weaving, agriculture, wood work, is followed. In non-Basic classes V to VII, the crafts practised are bamboo work, cane work, paper pulp, kitchen gardening, needle work.

Time devoted to craft work per week:

Basic schools - 10 periods of (40 minutes each)
Non-Basic schools - 6 periods.

Assessment in craft work:

Craft is an examination subject in Basic schools only and 100 marks are assigned for it. There is external as well as internal examination in craft work. The record for the craft work during the year is also taken into account at the time of annual examination.

Objectives of introducing craft work:

- (1) It is a medium of instruction;
- (2) It trains mind and body;
- (3) It develops good qualities such as cooperation, sportsmanship
- (4) It brings all-sided development of the child.

M Y S O R E

In the integrated primary school course of seven years in this State a basic craft has been practically prescribed in the curriculum and some time is allotted in each class for arts, crafts and common activities. It appears, however, that craft work as yet does not form a compulsory subject in all classes of schools other than full Basic schools, because it is mentioned in the syllabus that in schools other than full Basic schools, in lieu of craft work, arts & common activities will be carried on with greater emphasis.

Crafts followed:

In standard I of Basic schools, children do practical work, in paper, kitchen gardening, spinning and mat weaving. This is common for the non-Basic schools also. In non-Basic schools, however, plying of takli may be omitted and more of gardening and clay work may be done. In standards 2-4

of Basic schools pupils are required to do work in any two of the following three crafts: spinning, kitchen gardening, paper and card-board work. If land and water facilities are available kitchen gardening is compulsory. In standards 5-7, pupils do work in any one of the following three crafts: agriculture, spinning and weaving and wood work. Girls may do practical work in domestic science or home craft as craft work. In schools where facilities are available on of the following crafts may be studied instead of the above crafts: Tailoring, hattan work, Toy making, Chalk piece making, Coir making, Bee keeping, Soap making and Dyeing and Printing.

Time devoted for craft work:

The time devoted to craft work is as follows:

6½ hours out of a total of 27½ hours per week in standards 1-2.

8 hours out of a total of 30 hours per week in standards 3-4.

9 periods (each of 40 minutes) per week in standard 5

8 periods per week in stand 6-7.

§ _____

ORISSA

In classes 1-5 of this State, gardening, spinning and hand work (including needle work for girls) form a compulsory part of the school work. In class I there is no spinning. Craft work is compulsory in classes 6-7. In a latest communication received from D.P.I., Orissa, it has been reported that craft is being gradually introduced in all middle classes including middle English schools, but since teachers are not readily available for all the schools, crafts teaching has been made optional so far in such schools. In classes 6-7, the following crafts have been suggested: Tailoring, sewing, needle and embroidery work (for girls). Toy making, basketry and Coir work, clay work and pottery, wood work, Spinning and weaving, Cane work, Clay modelling and papier mache.

Time devoted to craft work:

Time devoted to craft work is as follows:-

- | | | |
|-------------|---|--|
| Class I | - | 2 periods out of a total of 24 periods per week. |
| Classes 2-3 | - | 6 periods per week |
| Classes 6-7 | - | 100 hours in a year. |

Assessment in craft work:

There is no written examination in classes 1-3. In lower-primary examination, 20 marks out of a total of 300 are allotted for craft work. In classes 6-7, 50 marks out of a total of 750 marks are allotted for crafts. The syllabus reveals that 7% of the total examination marks are devoted to written examination in crafts in lower primary classes. It is not clear, however, whether any practical examination and how many marks are allotted to it. In classes 6-7 out of the total of 50 marks, 20 marks are assigned for the whole year's records of craft work and 30 marks are kept for the practical and oral test.

P U N J A B

Agriculture or spinning and weaving as a basic craft is a compulsory subject in the Junior Basic schools. In primary non-Basic schools in lieu of craft work, the time is utilised in various activities including in part some craft work. In senior Basic schools also craft is compulsory. In the syllabus for classes 6-8 of middle non-Basic schools there is a compulsory subject known as Practical arts. This includes Agriculture, with special reference to soil conservation measures, or Domestic Science (for girls) or some other crafts such as Spinning and weaving or Wood work as suited to the district and locality. In addition to this compulsory subject, two more crafts can be chosen as elective papers also.

Time devoted to craft work:

Junior Basic schools	-	1 hour per day in classes 1-2.
	-	1½ hours in classes 3-5.
Non-Basic middle schools	-	4 periods per week.

R A J A S T H A N

An integrated syllabus has been prescribed for all the primary classes of this State. According to this syllabus craft forms a compulsory programme in classes 1-5. Regarding classes 6-8, two time tables are given in the syllabus: One time-table is with crafts and the other is the time-table without crafts. This indicates that craft work probably is not compulsory in classes 6-8 of every school.

Crafts followed:

At the primary stage each student is required to practice two crafts out of the following lists: spinning, gardening, clay work, card-board and bamboo work. In classes 6-7 each student is required to take two crafts from the following : Agriculture, spinning and weaving, clay work and pulp work, wood work, leather work and metal work, home science and tailoring.

Time devoted to craft work:

In classes 1-5 two hours out of a total of 6½ school hours per day are devoted to craft work. In classes 6-7, 12 hours out of the total of 46 hours per week are devoted to craft work.

UTTAR PRADESH

It is reported by the Directorate of Education that all the elementary schools in the State - primary and middle are Basic schools and hence craft is a compulsory subject.

Crafts followed:

The crafts followed in junior Basic schools are : Elementary agriculture, gardening and allied art, spinning, some local crafts such as clay work and allied crafts, sewing and elementary embroidery and allied arts (for girls). In the senior Basic schools agriculture is followed in the rural schools. In other schools where land for agriculture is not available (such as in urban schools), one of the following crafts may be followed:-

1. Spinning and weaving and allied art
2. Wood craft and allied art
3. Book craft and allied art
4. Metal craft and allied art
5. Leather craft and allied art
6. Tailoring and allied art
7. House craft and allied art
(for girls only).

Time devoted to craft work:

In junior as well as senior Basic schools 12 periods per week are devoted to craft work - 8 periods for practicals and 4 periods for theory.

Assessment in Crafts:

Craft is an examination subject but the examination is purely internal. Craft is treated as equivalent to one subject and is assigned 16% of the total marks. Records are maintained at all stages. But these are not generally taken

into consideration in the annual assessment of the students.

Objectives:

It is reported that the objectives of the teaching of crafts is the same as laid down for Basic education. The teaching of craft is related to the teaching of other subjects of the curriculum as far as possible.

WEST BENGAL AND TRIPURA

In the junior and senior Basic schools crafts form a compulsory subject. In non-Basic primary schools crafts are just being introduced. Some details of the creative activities and craft work practised in the various grades are mentioned below:-

Grade I-II.

(1) Creative and imaginative play - Just like making a house, doll play, making some of articles out of match boxes, preparing furniture for doll house, post office, shops and shop-keeper play etc.

2. Paper work, cutting papers of different designs and shapes.

3. Preparing different designs of painting by chalk colours.

4. Clay modelling - to prepare clays for modelling purposes.

5. Fibre craft.

6. Doll craft, etc.

The articles prepared from these are mostly for play purposes of children.

Grade 3:

Individual and group work:

1. To prepare play things out of waste craft and clay, small pieces of wood, bamboo, paper pulp, card-board, etc.

2. Clay work, earthen pots, plates, bowls and other articles.

3. Paper work, invitation cards, book covers, calendars, etc.

4. Leaf and bamboo work, plate fans and brooms.

Grade 4-5:

Continuation of clay work, paper work, leaf and bamboo work and coir work.

In classes 6-8 of senior Basic schools also crafts are compulsory. The crafts followed are needle work for girls, carpentry, agriculture, metal work, spinning and weaving, card board work, book binding, basketry, clay work. In towns carpentry, card board and metal work are mainly practised.

Time devoted to craft work:

The time devoted to craft work has been reported as 4½ hours per week in junior Basic schools, two hours per week in non-Basic primary schools and eight hours per week in senior Basic schools.

Assessment in Craft work:

The crafts are examination subjects in the Basic schools only. In junior Basic schools this is assigned 20% of marks while in senior Basic schools 30% marks are assigned to it. There is no external examination. Records of craft work are kept and they are assigned 50% of the total marks assigned for craft. The remaining 50% of marks are for formal internal examination in theory and practice.

D E L H I

Crafts form a compulsory subject in Basic schools. From the integrated syllabus, however, it is not clear whether they are compulsory in non-Basic schools also. The crafts usually practised in the Basic schools are: (i) spinning and weaving (weaving starts from class 3); (ii) clay work and pottery; (iii) gardening and agriculture; (iv) card-board work and book craft.

Time devoted to craft work

In classes 1-2	:	6 hours per week
In classes 3-4	:	4½ hours per week
In class 5	:	5½ hours per week.

HIMACHAL PRADESH

Craft is a compulsory subject to be taught in all elementary schools - primary as well as middle. For primary classes following crafts are prescribed. Wool spinning, wool weaving, spinning and weaving of cotton and agriculture. For middle classes i.e., classes 6-8, crafts recommended are as follows: agriculture, home science, spinning and weaving, wood work, dairy farming, poultry keeping, sericulture, bee-keeping, tailoring, preservation of vegetables and fruits.

Time devoted to craft:

Time devoted to craft work is one hour per day in classes 1-3. For other classes the data are not available.

Assessment in craft work:

No formal examination is held in craft work.

LIST OF SYLLABII TULIAD ('Secondary Schools')

- BOMBAY** : Secondary School Certificate Examination Board; Subjects and Papers for the S.S.C. Examination; Poona; April, 1960.
- JAMMU AND KASHMIR** : Syllabuses and courses of studies for the Matriculation examination 1959; The University of Jammu and Kashmir, Srinagar.
- KERALA** : Syllabus for Standard XI under Elective System; Government of Kerala, Education Department; 1958.
- MADHYA PRADESH** : i) Prospectus for 1962; High School and Intermediate Examination; Board of Secondary Education, Madhya Pradesh, Sub-Office Gwalior;
ii) Prospectus for the Multipurpose Higher Secondary and Higher Secondary Schools for the Higher Secondary School Certificate Examination. A course, 1962; Mahakoshal Board of Secondary Education, Madhya Pradesh, Jabalpur; 1959.
- MADRAS** : Revised syllabuses for Secondary and Higher Secondary Courses; Supplement to Part I-B of The Fort St. George Gazette; 1958.
- MYSORE** : Draft Curriculum for Higher Secondary and Multipurpose High School; Department of Education; Government of Mysore; 1958.
- ORISSA** : i) Courses of Studies for the High Schools Certificate Examination, 1961, Board of Secondary Education, Orissa;
ii) Courses of Studies for the Higher Secondary School Certificate Examination, 1962.
- PUNJAB** : Regulations, outlines of text and syllabuses in the various subjects for the proposed Higher Secondary Scheme as recommended by the School Board etc.; Punjab University, Chandigarh; May 1957.
- RAJASTHAN** : i) Multipurpose and Higher Secondary School, Courses of Studies; optional group 'crafts'.
ii) Multipurpose and Higher Secondary School; Courses of Studies; 94p Optional group 'technical'.
iii) Prospectus of the Higher Secondary Examination of the Board of Secondary Education, Rajasthan for 1962; 1959.
- U.P.** : Syllabus of the Board of High School and Intermediate

Education, U.P., for 1961 for the High School, Intermediate examination, High School Technical examination and the Intermediate Technical Examination.

WEST BENGAL :: 1) Curriculum and syllabuses for School Final Examination, 1959; Board of Secondary Education, West Bengal.

11) Curriculum and syllabuses for the Higher Secondary Course; Board of Secondary Education, West Bengal; Calcutta.

DELHI :: 1) Prospectus: Higher Secondary Examination, 1958; Three-year course of The Board of Higher Secondary Education, Delhi.

11) Prospectus of the Higher Secondary Technical Examination, 1959, (Three-year course) of the Board of Higher Secondary Education, Delhi.

111) Prospectus for the High School Examination of The Board of Higher Secondary Education, Delhi, for 1959.

APPENDIX - VII.

STATE REPORTS PREPARED FROM THE ANALYSIS
OF THE RESPONSES FROM SECONDARY SCHOOLS

~~XXXXXXXXXX~~ANDHRA PRADESHCrafts

Craft is a compulsory subject in the secondary schools of Andhra Pradesh. Five schools have, however, mentioned that they teach craft as an optional subject. A few schools mention that it is both a compulsory and an optional subject. Generally the craft is taught in classes 6 to 11. In some schools craft is introduced in classes 9 to 11 or 12. A few schools start craft in the 5th class. Some schools have craft only in classes 6 to 8.

Objectives

The most accepted objectives in the teaching of crafts appear to be providing occupational outlet to pupils and inculcating dignity of labour. These have been endorsed by 68 schools. The next accepted objectives seem to be exploring the aptitudes, and interests of pupils and contributing to their leisure time activity. These are endorsed by 56 and 55 schools respectively. The least accepted objective appears to be that of offering opportunity for guided exploration in practical situation endorsed by 27 schools. The schools differ in their opinion about the fulfilment of the objectives. On the whole they do not seem to be satisfied.

Crafts taught

The most popular craft in the State appears to be weaving. This is followed by wood work and book-binding. Then come gardening and spinning. The statement of number of schools following different crafts appears in the tabular form at the end of the main report.

As will be seen there are no special differences in the crafts followed in the three types of secondary schools - high, higher secondary and multi-purpose. Metal craft, however, is followed in multi-purpose schools only. Sewing, doll-making, embroidery, home craft and pottery are mentioned as being followed in the girls schools.

All the schools seem to offer only one craft to a student at one time. However, there are eleven schools which offer two crafts and a few schools offer three crafts. Only 34 schools mention that it is not possible for the student to change craft in the secondary stage. Most of these schools mention that it is possible for the students to change craft in the secondary school stage. Most of these schools mention that the change is possible in the 9th class.

The main reason for the choice of a craft by a student is that the craft is provided by the school. This is mentioned by 65 schools. Only 27 schools mention that the

craft is chosen by the student on the basis of his aptitude. The other reasons viz., parents' choice and teachers' choice and craft being hereditary in the family are mentioned by 12, 16 and 18 schools respectively.

Evaluation

More than half of the schools do not hold any examinations in crafts. Out of 78 schools that have answered the questions on evaluation, 45 schools report that they do not hold any examinations. 44 schools have mentioned that they keep assessment record of pupils. 43 schools assess the quantitative turnover while 35 schools^{US 15} both the creative ability and technical competence of pupils.

In almost all classes assessment is internal. Those schools which hold examinations hold it mostly three times in a year. Only a few schools have viva voce examination and most of the schools have both theoretical and practical examinations. The time devoted to theoretical paper ranges from $\frac{1}{2}$ an hour to 2 hours and marks from 25 to 100 (mostly the schools have papers of 100 marks). Practical examination also carried 100 marks, the time ranging from 45 minutes to 3 hours. Most of the schools (67) do not take craft marks into consideration for promotional purposes. The minimum pass marks range from 35 to 60%, in most cases this being 35%.

Suggestions

Special features:

The following special features have been mentioned by some schools:

1. Holding the craft exhibition
2. Practising correlation of craft with other subjects
3. Making furniture required by the schools in the craft classes.

Suggestions etc.

The following suggestions have been offered by the various schools with a view to promoting craft instructions in the schools. The number within brackets after the suggestion indicates the number of schools offering that suggestion:

1. Adequate accommodation should be provided. (20)
2. Necessary craft equipment should be made available. (21)
3. Trained and qualified staff to be provided. (15)
4. Recurring and non-recurring grants to be given in time. (10)

5. Crafts should be made an examination subject. (10)
6. Craft should be made compulsory. (5)
7. More time should be devoted to crafts. (6)
8. Variety of crafts should be introduced in schools ()
9. Text-books and journals should be provided. (3)
10. The central cooperative store should be set up for the disposing of craft articles. (3)

The replies giving information about the time devoted by a class to craft work are not quite clear. The time mentioned ranges from $1\frac{1}{2}$ hour to 33 hours. Apparently some schools have interpreted it as time devoted per week by all the classes. On the whole it appears that the trend is to devote $1\frac{1}{2}$ hour to craft work. Usually the craft period is of the duration of 45 minutes. Some schools have the period of 40 minutes duration also.

Curriculum

Almost all the schools (76) mention that the content of the craft curriculum includes application of the craft in daily life. A large number of schools (63) are of the opinion that it contains material dealing with manipulative skill. 54 and 50 schools respectively feel that the craft curriculum contains material bearing on the study of the economics of the craft and of the scientific basis of the craft.

A large number of schools (65 & 64) feel that the curriculum is integrated with home and community experience and with co-curricular activities 49 schools have expressed the opinion that the craft curriculum is integrated with other subject areas. Quite a large number of schools (73) are of the opinion that the curriculum stresses the creative aspect of the craft.

60 schools have mentioned that the curriculum is stimulating for the pupils and it motivates and prepares them for pursuing craft even after secondary school. However, only 25 schools conduct field trips to places that are of interest from the point of view of craft education.

Physical facilities

Accommodations

Replies given to the question about the size of the class-room are not clear. Some schools have given figures which indicate the size of the room while some other schools have given the size of enrolment in a classroom. The size of the craft room ranges from 150 sq. ft. to 1000 sq. ft. The usual craft room appears to be in the

neighbourhood of 500 sq. ft. The size of enrolment in a classroom ranges from 20 to 55.

A little more than half of the schools seem to be satisfied with the size of the craft class.

61 schools have given the information that they have a separate room set apart for purposes of craft classes. Only about half of these feel that the room provides adequate space, although a much larger number of the opinion is that the room is well-lighted and suitable in other ways.

46 schools have adequate facilities available for storing craft articles completed by pupils and other material and supplies.

Equipment:

As far as the working facilities in the form of various material are concerned most of the schools (60) seem to be satisfied with raw-materials available and quite a large number of schools (53) are satisfied with tools. The schools seem to be much less satisfied as regards work benches (37). Schools mention that they have tables (36), cases (25) and show-cases and display boards (22). However, most of the schools (74) are of the opinion that the material supplied to them are being used quite efficiently. Quite a large number of schools (69) make raw materials available to pupils in time.

It appears that in most of the schools craft work is done in groups, although individual work is also included. Only 16 schools mention that each student is provided with his own set of tools. In many cases the student shares tools with 6 to 8 other students.

A large number of schools (51) mention that they possess craft models and charts for teaching purposes. With regard to other instructional materials the schools do not seem to be quite satisfied. Only 15 schools mention that they have periodicals available to them.

Disposal

The most popular method of disposing of craft products prepared by students is by sale. Only 60 schools have given any reply to the mode of disposal. Of these 23 schools mention that they auction the craft products. 16 schools sell them to the public while 3 schools sell them to pupils and the staff. 13 schools mention that the craft products are returned to pupils. 5 schools, however, preserve these products in their own rooms.

Teachers

From the information given by the schools it appears that in most schools one teacher teaches two crafts. In some cases the schools mention that there is only 1/3 teacher for craft. Some schools have one teacher for each craft. While a few schools have two teachers.

43 schools are of the opinion that the staff provided for the various crafts is adequate. Almost all the schools (71) mention that the teachers have received instructional training. But 49 and 51 schools respectively mention that they experience difficulty in securing craft teachers who know their subjects satisfactorily and who are pedagogically trained. Only a few schools (6) employ untrained and unqualified artisans for the teaching of crafts.

It is not clear what qualifications are prescribed by the State for the craft teachers. From the information given by some schools, it appears that the teachers teaching craft have passed S.S.L.C. examination. Some schools employ non-high school or non-S.S.L.C. teachers also. Most of the schools mention that they insist on 8th grade or school final examination with diploma in crafts.

The following institutions have been mentioned by various schools as offering training facilities for craft teachers:

1. Junior Technical Schools at Sikanharabad, Mallawalli
 2. Government Technical Schools at Waradpalli, Hyderabad, Mashirabad, Rajahmundry.
 3. College of Fine Arts, Hyderabad.
 4. Allauddin Technical School.
 5. Khadi Naul Musliem, Kachiguda.
 6. Government Polytechnics, Department of Technical Education, Vocational Institute, Ramganj.
 7. Marka di Madura.
 8. Weaving Institute.
 9. Industrial School, Mellar.
 10. Vivek Vardhani Training College of Tailoring, Hyderabad.
 11. Ambar Charkha Training Centres, Hyderabad.
 12. Village Industries Centre, Hyderabad.
 13. Khadi Gram Udyog, Hyderabad.
- and Multipurpose schools, Teachers colleges, teachers training

schools, Basic training college, Arts & crafts schools, and Science College.

Most of the schools give salary to the craft teachers in the grade of 45-100-120. There are various other grades too. However, 61 schools have mentioned this grade. The other grades range from 30-45-100-200.

49 schools have mentioned that the craft teachers are acquainted with modern practices in craft teaching. However, only 23 schools mention that the craft teachers participate in community craft activities.

250
Crafts followed in the Secondary Schools
of ANDHERA PRADESH

	<u>High Schools</u>			<u>Higher Secondary</u>			<u>Multipurpose</u>			Total
	Boys	Girls	Co-ed.	Boys	Girls	Co-ed.	Boys	Girls	Co-ed.	
Painting	6	2	8	-	1	2	3	-	1	20
Engraving	76	1	28	1	1	2	3	-	2	111
Black-work	17	1	14	2	-	4	15	-	1	54
Woodwork	1	-	1	-	-	-	2	1	-	4
Iron work	4	2	1	1	-	2	3	1	-	14
Other work	3	-	2	1	-	1	3	2	-	12
Leather craft	2	1	-	-	-	-	-	-	-	3
Book-binding	12	-	6	-	-	3	10	-	-	31
Printing	2	1	1	-	1	3	2	2	1	13
Stitching	1	-	-	-	-	1	1	-	-	3
Knitting	-	2	2	-	2	-	-	-	-	6
Knitting	2	-	3	-	1	1	-	-	-	7
Knitting	2	4	2	1	1	-	1	-	-	11
Knitting	-	1	-	-	-	-	-	-	-	1
Model-making	2	-	2	1	-	1	-	-	-	6
Welding	-	-	-	-	-	-	-	-	-	-
Model work)	-	6	1	-	2	1	-	2	-	16
Knitting	1	17	1	-	2	3	1	-	-	25
Culture	1	-	12	1	-	1	-	-	1	16
Leather craft	-	5	-	-	3	2	-	2	-	12
Medical sub.	-	-	-	1	-	-	-	-	-	1
Leather craft	-	-	-	-	-	-	2	-	-	2
Leather Engineering	-	-	-	1	-	-	-	-	-	1
Knitting	-	-	-	-	-	-	-	-	-	-
Knitting	-	1	-	-	-	-	-	-	1	1
Knitting	-	-	-	-	1	-	-	-	-	1
Knitting	-	-	-	-	1	-	-	-	-	1
Knitting	-	-	-	-	1	-	-	-	-	1
Knitting	-	-	-	-	-	-	1	-	-	1

B I H A R

Crafts

Craft is compulsory subject in the secondary schools of Bihar. Only 3 multi-purpose schools have reported that it is an optional subject in those schools. Generally craft is introduced in grades 6 to 11. In some schools craft is taught in grades 8 to 11, in some in grades 6 to 9. There are a few schools which have other variations like 6 and 7, 9 to 11 and 6 to 10.

Objectives

The most accepted objectives seem to be that of inculcating dignity of labour which is endorsed by most of the schools (46). The other highly accepted objectives are that craft enables pupils to gain manipulative skill, that it makes pupils appreciative of craft products, that it helps them in the use of inexpensive and locally available material and that it provides vocational outlet. The least acceptable objective seems to be providing of opportunity for guided exploration and experimentation in practical situations. The objectives of providing specialised experience and making them well-equipped for house-hold repairs are also less acceptable.

It is not clear whether the schools are satisfied with the achievement of the objectives, although many schools mention that the objectives are being satisfactorily achieved.

Crafts taught

The most popular crafts in the secondary schools of Bihar seem to be spinning and kitchen gardening. These are equally popular in the boys and the mixed schools, though kitchen-gardening is not practiced in the girls schools. Gardening seems to be the next in popularity. The list of the crafts and the number of schools providing for these appears at the end of the report. As will be seen paper work and drawing (if drawing can be called a craft !) are found only in multi-purpose schools. As is evident, embroidery is taught in the girls' schools. There does not seem to be any special difference in the crafts offered in the boys and girls schools or in the three types of secondary schools.

The schools mostly provide only one craft at a time to the students. There are only 5 schools mentioning that a student can offer two crafts and only one school has the possibility of offering more crafts. A student learns craft from 2 to 6 years. In most schools this period is 4 years.

The main basis of the selection of a craft by a pupil is its provision in the school. The majority of schools have mentioned this quite frankly. Some schools (15) mention that the hereditary occupation is an important factor while some others (13) mention pupil aptitude as being the determining factor. 11 schools have communicated that the parents choice

and teachers choice are important in this respect.

About half of the schools mention that it is possible to change crafts. In most cases the student has a choice to change in the 10 grade while some schools have 7 and 9 grades being the grades in which a change can be made.

Replies to the question as to how many hours are devoted to craft teaching are very vague as some schools seem to have mentioned total number of hours for the various classes. The general practice appears to be to devote about 1½ hours to 3 hours or 4 hours per week to craft teaching. The usual duration of a period is 40 or 45 minutes. Majority of the schools seem to be satisfied with the length of the period provided for craft work.

Curriculum

38 out of 50 schools indicate that the content of the craft curriculum has relation to the application of craft in daily life. 31 schools mention that the craft curriculum includes manipulative skill items and 27 feel that it includes study of the economics of the craft and of the scientific basis of the craft.

The majority (37) of the schools are satisfied with the integration of the craft curriculum with home and community experiences and with co-curricular activities (51). Only 17 schools, however, indicate that it is integrated with other subject areas in the programmes of study.

The majority of schools are of the opinion that the craft curriculum stresses the creative aspects of craft and about half indicate that it stimulates interest in the pupils to prepare them for craft pursuits beyond the secondary school.

Only a few schools (6) organise field trips to places of interest from the stand point of craft education.

PHYSICAL FACILITIES

Accommodation

The size of the craft room seems to vary from 150 sq. ft. to 400 sq. ft. The usual pattern being 360 sq.ft. About half of the schools are of the opinion that it is adequate for the nature of work to be done.

Only a few (10) schools have the provision of separate room for the teaching of crafts. Usually the schools seem to be satisfied with the space available and about half of the schools feel that the room is well-lighted and otherwise suitable for the purpose.

Only some schools (18) have adequate storage facilities for keeping craft products prepared by students and other supplied.

Equipment

A little more than half of the schools indicate that adequate raw-material is made available to the schools and little less than half are satisfied with the tools available in the schools. Very few schools indicate that they have adequate working tables or work benches or easels or show-cases or displayboards. Most of the schools, however, feel that the material and equipment supplied to them are being efficiently used. Most of the schools also indicate that raw-material is supplied to the students in time.

In most of the schools, students work in groups. Some schools have mentioned that they work both in groups as well as individually. About half of the schools mention that each student is provided with his own set of tools and in the schools in which he has to share tools, the number with whom he has to share varies from 4 to 20, the usual pattern being 4 and 8.

Only a few (8) schools keep the workshop open outside school hours. There is no specific answer to the question how many students utilise the provision of the opening of workshop after school hours.

Of the instructional materials provided for craft instruction, a little less than half of the schools seem to have text-books for this purpose. Only 13 schools have teachers file of material or pupils' collection of craft designs and material. Less schools have reference material or craft models and charts. A few schools have periodicals available for this purpose.

Disposal

About half of the schools dispose of craft products by selling them in the market. 14 schools report that the craft products are returned to pupils and 8 schools sell them to staff and students. Only 2 schools mention that the disposal is made by auctioning.

TEACHERS

Mostly schools have one teacher for one craft but in some cases one teacher is teaching two crafts and there are 8 schools which do not have any teacher at all. Some schools have 2 teachers and some even three teachers. 28 schools, however, feel that they have adequate staff for the crafts.

More than half of the schools indicate that the teachers have received instructional training in crafts. However, more than half of the schools mention that they have experienced difficulty in securing craft teachers who knew their subjects satisfactorily and those who are pedagogically trained. Only few schools employ untrained and unqualified artisans for the teaching of crafts.

Information is not clearly indicative regarding the qualification of the teachers. There seem to be 2 or 3 patterns

having Matric and Basic trained teachers, having intermediate pass teachers and having Graduate teachers with diploma in Crafts.

The following institutions have been mentioned as providing training for craft teachers:-

- (1) Basic Training Schools;
- (2) Sarvodaya Training Centre;
- (3) Teachers Training Colleges.

The pay scales are not clearly indicated. There seems to be these patterns 40-60; 50-80; 70-100; 120-300. It is not clear from the attached sheet what the usual salary pattern is in the State.

Less than half of the schools mention that craft teachers are acquainted with modern practices and more than half of the schools indicate that the craft teachers participate in community craft activities.

EVALUATION

Almost all the schools maintain records of progress of pupils and more than half of the schools evaluate creative ability and quantitative turn-over by the pupils. Less than half of the institutions evaluate technical competence of the pupils.

Most of the schools use internal assessment and some schools use both internal and external assessment. In most of the schools examinations are held usually twice a year. There are some schools (12) which have no examination in crafts. The pattern of examination is not clear from the replies. Only (11) schools have examinations in theory and 16 in practical, while 9 schools mention that they have both in theory and practical. The theory paper is usually for 2 to 3 hours duration carrying marks ranging from 40 to 120. The practicals are for half an hour to three hours and the range of marks is from 20 to 100. Only 5 schools have provision for viva-voce examination.

Most of the schools (36) mention that marks in crafts are considered towards promotion of the students to the next grade. The minimum percentage of pass marks ranges from 30 to 40.

SUGGESTIONS, ETC.

Special features

There are only two special features mentioned by two schools:

- (a) All the teachers take part in gardening;
- (b) Provision of bamboo work.

Promoting craft work

The following steps have been reported by the different schools to promote craft work in their respective institutions:-

- (a) Organising speeches on crafts;
- (b) Organising exhibitions;
- (c) Distributing fruits and flowers produced in the garden.
- (d) Provision of prizes and competition;
- (e) Encouraging teachers to participate in craft activities;
- (f) Seeking help from agricultural supervisor.

Suggestions:

The following suggestions have been given by different schools:- Number in the brackets indicate the frequency of suggestions given:

- (a) Recurring and non-recurring funds should be provided (18)
- (b) Trained crafts teachers should be provided (16)
- (c) Adequate equipment and materials should be provided (15).
- (d) Adequate accommodation should be provided (9)
- (e) Whole time craft teachers should be employed (3).
- (f) Craft should be at par with other subjects of the curriculum (2)
- (g) A number of crafts should be introduced (2)
- (h) Craft teachers should be given better pay scales (2)

**RAFT PRACTISED IN THE SECONDARY SCHOOLS OF
B I H A R.**

Craft Practised	High School			Hr. Sec. School			Multigrade			Total
	B	G	C	B	G	C	B	G	C	
Spinning	8	2	7	-	-	5	2	-	1	25
Soap Making	1	-	-	-	-	-	-	-	-	1
Kitchen Gardening	9	-	8	2	-	2	-	-	2	23
Gardening	3	2	2	-	-	3	1	-	-	11
Agriculture	1	-	1	-	-	1	1	-	1	5
Printing	1	-	-	-	-	-	-	-	-	1
Embroidery (Needle work)	-	2	1	-	-	-	-	-	-	3
Fibre Craft	-	-	-	-	-	1	-	-	-	1
Technical Subject	-	-	-	-	-	-	-	-	2	2
Metal Craft	-	-	-	-	-	1	-	-	2	3
Sewing	-	-	-	-	-	-	-	1	-	1
General Engineering	-	-	-	-	-	-	-	-	2	2
Drawing	-	-	-	-	-	-	1	-	1	2
Tailoring	1	1	1	-	-	2	1	-	-	6
Wood Work (Carpentry)	-	-	1	-	-	-	2	-	2	5
Clay work	-	-	-	-	-	1	-	-	-	1
Home Crafts	1	1	-	-	-	-	-	-	-	2
Bee Keeping	1	-	-	-	-	-	-	-	-	1
Card Board work	1	-	-	-	-	-	-	-	-	1
Weaving	-	1	-	-	-	-	1	-	-	2
Leather work	-	1	-	-	-	1	1	-	-	3
Paper work	-	-	-	-	-	-	1	-	-	1

GUJARAT

CRRAFTS

All the schools which have replied to the questionnaire from Gujarat that are high schools except six multi-purpose schools. All these schools teach craft as a compulsory subject. There is only one school which mentions that craft is an optional subject. In all schools crafts are taught from 5 to 8 classes. In two schools it is mentioned that the craft is taught in 6 to 9, in one school from 6 to 8 and in 2 schools from 5 to 10.

Objectives

The most accepted objective of craft teaching in the schools of Gujarat seems to be that of inculcating dignity of labour through craft. 38 out of 50 schools have endorsed this objective. The next popular objective is of the significance of craft in contributing to the leisure time activities of pupils, endorsed by 31 schools. Next in order, are - the objectives of making students better house-holders, making them appreciative of craft products, enabling them to gain manipulative skills. The least accepted objective (endorsed by 11 schools) is that of offering opportunity for guided exploration and experimentation in practical situations.

Most of the responses to the question asked to what extent the objectives are being fulfilled indicate that the schools are satisfied with the objectives being made in the craft teaching.

Crafts Taught

The most popular crafts in the ^{Gujarat} schools are spinning and weaving being followed by almost half of the schools. The next craft in popularity is embroidery or needle work, followed by tailoring, sewing, wood-work and agriculture. The details may be seen in the attached table. As will be seen there does not seem to be any difference in the crafts taught in high schools and multi-purpose schools. Embroidery and sewing, as can be expected are taught only in girls' or co-educational schools.

The schools usually provide only one craft to a pupil. However, there are some schools which have provision of two crafts. The main reason for students' choosing a craft is that the craft is provided in the school. Most of the schools have indicated this clearly. Very few schools mention other reasons: students' aptitudes, hereditary nature of craft, choice of parents and choice of teachers.

Most of the schools indicate that it is not possible to change the craft. Only 18 schools feel that there may be a change in the craft. All these schools indicate that the change is possible in standard VIII.

The time devoted to crafts varies in the schools. The usual pattern appears to be devoting $3\frac{1}{2}$ hours per week for craft teaching. The range is from $1\frac{1}{2}$ hours to 6 hours. There is one school which has mentioned $8\frac{1}{2}$ hours, another $10\frac{1}{2}$ hours and two other schools 14 and 20 respectively. It appears that there is some misunderstanding in the reporting of the time devoted to craft teaching by these schools. The general trend seems to be, as indicated above to have $3\frac{1}{2}$ hours per week for craft work. The usual length of the period seems to be 35 or 40 minutes. Most of the schools have periods of 35 minutes duration. Most of the schools (47) feel that the time devoted to craft work is sufficient for the purpose.

Curriculum

Most of the schools indicate that the content of their craft curriculum includes application of the crafts in daily life (45%). Most of the schools (43) also indicate that the craft curriculum includes study of the economics of the craft and the scientific basis of the craft. A large number of schools (34) indicate that it contains manipulative skill.

More than half of the schools indicate that the curriculum is integrated with cocurricular activities. But less than half of the schools (23) and about 36% schools indicate that the curriculum is integrated with other subject areas and with the home and community experiences. More than half of the schools indicate that the curriculum stresses the creative aspects of craft. Less than half of the schools feel that it stimulates interests in the pupils for preparing them for craft pursuits beyond the secondary school.

A small number (17) of schools conduct field trips to places of interest from the stand point of craft education.

PHYSICAL FACILITIES

Accommodation

The size of the classroom used for teaching of craft differs from school to school. The range of the size is from 200 sq. ft. to 1500 sq. ft. It is difficult to find the usual size of the room. It appears that the size in a usual school is from 300 sq. ft. to 500 sq. ft. More than half of the schools indicate that this size is sufficient for the nature of work being done.

In most of the schools (45) there is a separate room specially meant for craft classes. Most of these schools feel that the room provides adequate space for this purpose. Almost all the schools are of the opinion that the room is well-lighted and suitable for the purpose.

About 80% of the schools have adequate storage facilities for keeping craft products completed by students and other material.

Equipment

Of the equipment provided most of the schools (41) seem to be satisfied with the adequacy of the raw-material. The schools also have sufficient tools (38). A little more than half of the schools have display-boards. Almost all the schools indicate that the material provided are sufficiently used.

Most of the schools (46) indicate that raw-materials are provided to pupils in time.

More than half of the schools in ^{Gogaxal} ~~Gogaxal~~ do not seem to be satisfied with the various instructional material provided for craft instruction. About half of the schools feel that the text-books and reference material are provided and that teachers files of material are available.

Less than half of the schools have provision for pupils' collection of craft designs and craft models and charts. Very few (9) schools have periodicals on craft.

Disposal

The usual way of disposing of craft products seems to be through the sale of those products. Most of the sale is done in public. 33 schools have indicated this kind of procedure. Articles are also sold to the students and the staff of the schools and in few schools they are auctioned. Some schools return the articles to the students prepared by them. Some schools store the craft products.

TEACHING

In most of the schools one teacher is employed for one craft. One school has reported that it has no teacher. A few schools have 2, 3 or even 4 teachers for one craft (usually for spinning and weaving).

Almost all the schools indicate that they have adequate staff for the teaching of crafts and almost all the schools also indicate that the teachers teaching crafts have received institutional training in crafts.

The replies do not clearly indicate the qualifications of the teachers employed for teaching crafts. It ranges from non-Matric to Graduate education. Usually the pattern seems to be to have Matric-pass S.T.C. teachers having some training in crafts. About half of the schools experience difficulty in securing craft teachers who know their subject satisfactorily and teachers who are pedagogically trained. Very few schools indicate that they use untrained and unqualified artisans for teaching of crafts in the schools.

The following institutions provide training for craft teachers:

1. Gujarat Vidyapeeth, Ahmedabad.
2. Vallabh Vidyalaya, Bocharan.
3. Chinnabai Vidyog School, Baroda.
4. Kelavani Mandal, Balasinar.
5. Government Basic Training College, Rajpipla.
6. Stri Mandal, Surat.

The salary scale differs from school to school. The range seems to be from Rs. 55 fixed to Rs. 100 to Rs. 180. It appears that the usual grade is Rs. 75/- to Rs. 140/-, although there are many variations in the salary scale.

More than half of the schools indicate that the craft teachers are acquainted with the modern practices in teaching of crafts and about half of the schools are of the opinion that the craft teachers participate in community craft activities.

EVALUATION

Most of the schools maintain record of pupil progress (43). About half of the schools indicate that quantitative turnover of the pupils is evaluated. Less than half of the schools evaluate technical competence and creative ability.

Most of the schools have internal assessment of craft work and some (17) have both external and internal.

All the schools hold examinations in craft. About half of the schools hold examination once a year and some schools twice a year. There are a few schools which hold examinations 3 times or 4 times a year. Most of the schools have both theoretical and practical examinations and few schools also have viva voce. The schools which indicate (2) that they do not have any practical examinations consider the class marks obtained throughout the year towards examination. 14 schools indicate that the year's work is also taken into consideration in addition to theory and practical examinations. The general position of the examination seems to be to have 50 marks for theory and 25 for practicals and 25 for year's work. The theory paper is of the duration of about 3 hours, the range being from one to three. The practical examination is held for time varying from $\frac{1}{2}$ hours to 3 hours. The marks prescribed for theory examinations and practical examinations vary respectively between 20 to 100 and 25 to 100. Viva voce, where held, is for a duration of 10 to 30 minutes carrying 10 to 25 marks. Almost all the schools have 35% pass marks prescribed for examinations. Most of the schools take marks into consideration for purposes of promotion.

SUGGESTIONS

Promoting craft work:

The following steps are reported to be taken by the schools to promote teaching of crafts in the schools.

1. Holding of exhibitions of craft work;
2. Arrangement of visits to exhibitions and other places of interest.

3. Provision of extra period for craft work;
4. Provision of guidance to needy students;
5. Arrangement of film shows;
6. Providing competition for improvement of work;
7. Organising mass spinning on some occasions;
8. Insisting on preparation of articles of daily use.

The following suggestions are offered by the various schools for promoting teaching of craft:

1. Qualified and trained teachers may be provided.
2. Teacher-pupil ratio should be reduced.
3. Adequate funds may be made available.
4. Craft should be made an optional subject.
5. Sufficient accommodation for craft classes may be provided.
6. More time for craft teaching may be given.
7. Adequate raw-material may be made available;
8. Craft should be continued in higher classes;
9. Suitable text-books and reference books should be provided;
10. The profit of craft work should be given to the students.

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Crafts followed in the Secondary Schools
of GUJARAT

	<u>High School</u>			<u>Multi-purpose</u>			<u>Total</u>
	<u>Boys</u>	<u>Girls</u>	<u>Co-ed.</u>	<u>Boys</u>	<u>Girls</u>	<u>Co-ed.</u>	
Spinning	7	-	19	-	-	3	29
Weaving	7	-	19	-	-	3	29
Embroidery (Needle work)	-	7	5	-	1	-	13
Tailoring	-	-	8	-	-	1	10
Agriculture	-	-	1	1	-	3	5
Wood Work	1	-	4	-	-	1	6
Gardening	-	-	-	-	-	1	1
Sewing	-	1	6	-	1	-	8

KERALA

CHARTER

Almost all the schools from Kerala have indicated that craft is a compulsory subject. However, there are four schools which indicate that it is an optional subject. The usual pattern seems to be having craft in the classes 6 to 10 or 6 to 11. There are some variations. Some schools have craft from class 7 while in other schools it is from 6 to 9 or 6 to 8. Some schools teach craft from class 5. However, most of the schools provide teaching of craft for classes 6 to 10 or 6 to 11.

Objectives

The most accepted objective in the secondary schools of Kerala seems to be the contribution of craft in inculcating dignity of labour. 70 schools have endorsed this objective. The next objectives in acceptance seem to be providing vocational outlet of pupils, enabling them to gain manipulative skills, contributing to the leisure time activities and making them appreciate craft products. The least accepted (endorsed only by 27) seems to be that of offering opportunities for guided exploration and experimentation in practical situations. Most of the schools of Kerala seem to be dissatisfied with the achievement of these objectives in the actual teaching of crafts.

Crafts taught

The most popular craft in the schools of Kerala seems to be embroidery, although it is taught only in girls schools or in co-educational institutions. Equally popular craft is weaving which is a common craft among boys and girls schools. Next in popularity are spinning and book-binding. Tailoring is found in many schools. The details of the crafts practised in schools of Kerala may be seen in the attached table. As will be seen from the table there are no differences in crafts taught in high or higher secondary or multi-purpose schools. Metal work and leather work are not found in girls schools. Embroidery or needlework, sewing and home-craft naturally are found only in girls schools or in co-educational schools.

Most of the schools provide only one craft for a student. However, there are some schools which provide two crafts and 2 schools provide 3 crafts. The main reason for the choice of crafts by the students seem to be the provision of the craft in the school. 72 schools have endorsed this. Some schools indicate that the choice is made on the basis of the students' aptitude or the teachers choice. Very few schools (6, 7 & 8) indicate that the selection is made on the parents' choice or due to other factors or because craft is hereditary in the family.

Less than one third of the schools mention that it is possible for the students to change craft during the secondary school. Most of these schools indicate that the change can be made either in the 8th or in the 9th grade.

It is not clear how many hours are devoted to craft work by a class during one week. As in other States the replies are different because some schools have indicated hours for craft education for all the classes. However, the range is 1 1/2 hour to 9 hours. The usual pattern seems to be of devoting about 5 hours per week in one class. 60 schools feel that the periods which are usually of 40 or 45 minutes duration are sufficiently long for craft work.

Curriculum

Most of schools (70) indicate that the content of the craft curriculum include manipulative skill. The same number of schools indicate that it includes application of craft in daily life. However 53 and 50 schools indicate that the craft curriculum includes study of the economics of the crafts and the scientific basis of the crafts.

Many schools are not satisfied with the integration of the curriculum with different aspects of child's experience. 59 schools indicate that the craft curriculum is integrated with co-curricular activities. Only 29 schools are of the opinion that the curriculum is integrated with other subject areas in the programme of study. Many schools, however, feel that the curriculum stresses the creative aspect of crafts. 59 schools are of the opinion that the curriculum stimulates interests in the pupils and prepares them for craft pursuits beyond the secondary school.

Only a few schools (7) organise field trips to the places of interest from the stand point of craft education.

PHYSICAL FACILITIES

Accommodation

The schools have not clearly indicated the size of the classrooms. Some schools have interpreted it as the number of children in a class while other schools have understood it to be the size of the room in which crafts are taught. The size of the room ranges from 120 sq.ft. to 1300 sq.ft. Most of the schools seem to have craft rooms near about 500 sq.ft. The number of students reading in a class-room vary from 30 to 50. Only 33 schools indicate that the size of the room is sufficient for craft work. About half of the schools indicate that the craft classes are conducted in a separate room and most of these indicate that the room provides adequate space and that it is well lighted and suitable from other points of view.

Only 33 schools indicate that the adequate storage facilities are available to them to store craft products of pupils and other materials and supplies.

Equipment

Many schools (54) are satisfied with the availability of adequate raw-material and of tools. However, the schools in general seem to be dissatisfied with the availability of other

equipment like work benches (only 21 schools indicate that they have adequate supply), tables (22), easels (14), show-cases (8) and display-boards (11). Most of the schools (68) indicate that the material and equipment supplied to them are used efficiently. The same number of schools indicate that raw-materials are made available in time to pupils.

The usual pattern in the schools seems to be working in groups in the craft activity, although quite a number of schools have individual work. Only some schools provide each student with his own set of tools. The students possessing their own tool range from 2% to 50%. But in most cases the percentage is in the neighbourhood of 10.

The schools do not seem to be satisfied with the instructional materials provided for craft instruction. Only 33 schools indicate that they have sufficient collection of pupils' craft designs and materials. 29 have text-books. Only a few schools have periodicals.

Disposal

The usual pattern of disposal of craft products is to auction them. About half of the schools practise this mode of disposal. Some schools sell the products to pupils and some to the public. Some schools also have the practice of returning the products to the pupils mainly for the reason that the pupils provide raw-material and would like to take the products back.

TEACHERS

Most of the schools have one teacher for each craft, although quite a large number of schools have only half a teacher, the same teaching two crafts.

Less than one third of the schools indicate that the staff is adequate for each of the crafts.

Most of the schools feel and this is borne out by the remarks made by them in the suggestion part of the questionnaire that the staff is not adequate for crafts.

A large number of schools indicate that the teachers have received institutional training in crafts. It is, however, not clear what the prescribed qualifications are. The general trend seems to be having Matriculate teachers with certificate in education or in crafts. There are some schools employing Middle pass teachers and some schools have Intermediate and B.A. pass teachers.

About half of the schools indicate that they experience difficulty in securing craft teachers who know their subjects satisfactorily and a much larger number of schools indicate that they have difficulty in securing craft teachers who are pedagogically trained. Only a few (16) schools use untrained and unqualified artisans for teaching of crafts in the schools.

The following institutions provide training in crafts:

- (1) Industrial Training Institute, Shadi Board.
- (2) Industrial Training School.
- (3) Government Training Institute, Beyyose.
- (4) Occupational Institution, Trichur.
- (5) Post-Graduate Basic Training College, Trichur.
- (6) Basic Training Schools.
- (7) Ramvaran Technological Institute, Trichur.

Although the salary patterns vary, the general grade for craft teachers seems to be Rs.40 to Rs.120. Some schools employ teachers in the grade of 55 to 150 or its variation.

More than half of the schools indicate that the craft teachers follow modern practices of education in teaching craft. 31 schools are of the opinion that the teachers participate in community craft activities.

EVALUATION

Many schools do not have any evaluation programmes for crafts. More than half of the schools do not have any examination in craft, only 29 schools have indicated that they have examinations. However, 40 schools have indicated that they evaluate creative ability, 37 maintain record card of progress of pupils and 31 and 29 respectively evaluate quantitative turnover and technical competence.

These schools which have evaluation programmes have internal evaluation, only 4 schools have indicated that they have external evaluation. The examinations are usually held three times a year although there are schools which have one or two examinations in a year.

Most of these schools which hold examinations hold both in theory and practice. A few schools have also viva voce examination. The theory paper varies from $\frac{1}{2}$ hours to 3 $\frac{1}{2}$ hours mostly two hours, and the maximum marks are from 50 to 100. Practical examinations are held from 1 hour to 3 hours carrying 40 to 100 marks. Most of the schools have 35% as the pass percentage, the range being from 30-50.

Very few (9) schools consider marks obtained in crafts for promotion to higher classes.

SUGGESTIONS, ETC.

Promoting craft work

Only two special features have been mentioned by two schools to promote craft work - Organising study tours and holding competition and awarding of prizes.

Suggestions

A number of suggestions have been offered by the schools of Kerala to promote craft work. It seems that most of the schools are dissatisfied with the craft work being done in the schools. The following are some of these suggestions. The numbers in brackets indicate the number of schools offering the suggestions:-

- (1) Adequate space (28)
- (2) Adequate equipment (35)
- (3) Qualified and trained staff (45)
- (4) Provision of variety of crafts (14)
- (5) Enough raw-material (10)
- (6) Better syllabus (6)
- (7) Craft marks to be considered for promotion (5)
- (8) More funds (5)
- (9) More time for classes (3)
- (10) Craft to be held as an optional subject (3)
- (11) Craft to be given compulsory status (3)
- (12) Examinations in craft should be held (3)
- (13) Better assessment methods (3)
- (14) Craft to be correlated with teaching subjects (2)
- (15) Craft in conformity with local conditions (3)
- (16) Craft should be started only when facilities available (1)

Crafts followed in the ²⁶⁸ Secondary Schools
of KERALA

Crafts	High School			Hr. Secondary			Multi-purpose			Total
	B	G	C	B	G	C	B	G	C	
Spinning	4	3	14	2	-	2	-	1	1	27
Weaving	4	3	19	2	-	3	-	1	3	35
Fabricdery (needle work)	-	13	16	-	-	7	-	-	2	38
Tailoring	-	6	8	1	-	6	-	1	-	22
Fibre craft	-	2	4	-	-	-	-	-	2	8
Gardening	-	4	7	-	-	-	-	-	2	13
Book binding	4	3	14	3	-	1	1	-	1	27
Card board work	-	1	1	-	-	-	-	-	-	2
Wood work	1	-	3	1	-	1	-	-	3	9
Sewing	-	2	8	-	-	2	-	-	-	12
Home Craft	-	1	-	-	-	-	-	-	-	1
Leather work	1	-	2	-	-	1	-	-	-	4
Metal work	1	-	-	-	-	-	-	-	1	-2
Paper work	-	2	1	-	-	-	-	-	-	3
Cane work	-	-	4	-	-	1	-	-	-	5
Fishery	-	-	1	-	-	-	-	-	-	-1

MADHYA PRADESHCRAFT

In the secondary schools of Madhya Pradesh craft is a compulsory subject. Only one school out of 66 has reported that craft is an optional subject. Craft is taught in classes 8 and above. Some multi-purpose schools, however, have crafts in classes 9 to 11. Some higher secondary schools also teach craft in classes 9 and above.

Objectives

The most acceptable objective of craft teaching in Madhya Pradesh seems to be that craft inculcates dignity of labour in the students. Most of the schools have entered this objective. The next most acceptable objective is the contribution of craft in exploring the aptitudes and interests of pupils. A little more than half of the schools accept the objective of enabling the student to gain productive skills and the contribution of craft to leisure time activities of pupils. About half of the schools work for the objective of providing vocational outlet to pupils through crafts. The least acceptable objective is that of offering opportunities for experimentation in practical situation. The other objectives are viz., providing specialised experience to develop abilities, making the students better house-holders and giving them confidence to use inexpensive and locally available material are accepted by a little less than half of the schools. Most of the schools feel that these objectives are being fulfilled quite well in their schools.

Crafts Taught

Gardening appears to be the most popular in the schools of Madhya Pradesh. This is followed by spinning and weaving. Wood work and tailoring come next, followed by embroidery. The details may be seen in the attached table. As will be seen, spinning, weaving, gardening, tailoring, printing and soap-making are the crafts which are introduced only in higher secondary and multi-purpose schools. There does not seem to be any difference in boys and girls crafts excepting for embroidery in girls' and metal craft and engineering in boys' schools.

The schools in Madhya Pradesh provide only one craft to the students at a time. There are only five schools which mention that they provide 3 crafts to the students. The most important reason of choosing the craft is that it is provided by the student. About 1/3rd schools mention that the choice of the craft is based on aptitude of the student. Very few schools have mentioned other factors like hereditary status of craft, parents' choice or teachers' choice as factors determining selection of crafts by the students.

* A little more than 1/3rd of the schools mention that it is possible to change craft in the secondary school. Most of these schools suggest that the change is possible in the 8 class although there are some schools which suggest that the change is possible in grade 8.

As in case of other States, the replies to the question as to how many hours are devoted to craft teaching are not very clear. The range seems to be from 1 1/2 hours to 3 hours per week, although a few schools mention one hour or even less. The general trend seems to be having about 2 hours. The period for craft teaching is usually of the duration of 40 minutes, the range being from 35 to 45. About half of the schools feel that the class periods available for craft teaching are of sufficient length.

Curriculum

Most of the schools (56) feel that the curriculum includes material which stresses proper application of the craft in daily life. More than half of the schools feel that the curriculum includes content related to manipulative skill. A little more than half of the schools indicate that the content of the craft curriculum are related to the study of the economics of the crafts and the scientific basis of the craft.

More than half of the schools seem to be satisfied that the curriculum is integrated with the home and community experiences and with co-curricular activities. About 1/3rd of the schools, however, feel that the craft curriculum is integrated with the other subject areas in the programme of studies. Most of the schools are satisfied that the craft curriculum stresses the creative aspect of crafts. More than half of the schools indicate that the craft curriculum stimulates interests in the pupils and prepares them for craft pursuit beyond the secondary school.

Only a very small number of schools (15) conduct field trips to places of interests from the stand point of craft education.

PHYSICAL FACILITIES

Accommodation:

Replies to the question asking the size of the classroom are quite vague. Some schools have interpreted it as the size of the room and some schools have interpreted it as the number of students in the craft class. The number of students in the classroom ranges from 12 to 40, the usual size pattern being 30 to 35. The size of the craft room ranges from 200 sq. ft. to 1600 sq. ft. The usual size seems to be about 600 sq. ft. About half of the schools feel that the size of the classroom is in commensurate with the nature of the work.

A little more than half of the schools have separate room available for conducting craft classes. Most of these schools seem to be satisfied with the space in the room provided for this purpose and that the room is well lighted and suitable from other points of view.

About one third of the schools have adequate storage facilities where they can keep the work done by pupils and other material and supplies available to them.

Equipment:

The secondary schools of Madhya Pradesh do not seem to be satisfied with the working facilities available in the form of various kinds of equipment. About half of the schools indicate that they have adequate supply of tables and less than 1/3rd indicate adequate supply of work benches and easels. About half of the schools are satisfied with the available tools for craft work.

About half of the schools feel that the material and equipment given is efficiently used. 48 schools indicate that the raw-materials are made available to the pupils in time.

In most of the schools work is done both in groups and individually. There are some schools in which work is done only individually. About 1/3rd of schools mention that the pupils have to share their tools with other pupils and the trend seems to be sharing of tools in groups of 5 pupils. Only a few schools (11) keep the workshop open outside regular school hours. The time ranges from 10 minutes to 90 minutes. The percentage of students who make use of the facility of workshop being opened outside school hours ranges from 5 to 100, usual pattern seems to be that of 100.

The range of percentage of students who possess their own set of tools is a long one from 5 to 100. The trend is not clear from the replies received. The replies to the question of the percentage of students practicing craft at home for pleasure is not clear. Range is again from 5 to 100. The usual pattern appears to be in the neighbourhood of 50. A little more than 1/3rd of the schools are satisfied with the availability of text-books and reference material for craft work. About 1/3rd of schools indicate that they have instructional materials in the form of craft models and charts and pupils' collection of craft designs. Much less schools have teachers file and material and only a few schools indicate that they have periodicals for this purpose.

Disposal:

The more common pattern of disposal of craft products seems to be in the form of returning these to the pupils. A few schools sell them, some to the pupils and the staff, others to the public, a few by auction.

TEACHERS

Usually schools have one teacher for one craft, although in some schools one teacher teaches 2 crafts and 2 schools do not have any craft teacher.

Less than half of the schools indicate that the teachers in their schools have received institutional training in crafts. A little more than one third schools are satisfied with the staff available for teaching of crafts. A large number of schools (55) indicate that they experience difficulty in securing teachers who know their crafts well and those who are pedagogically trained. Untrained and unqualified artisans are employed only in 19 schools.

It is not clear what qualifications are prescribed for the teachers who teach crafts in the secondary schools. From a few replies received in the questionnaire there seem to be two trends, one having high school passed teachers with training or diploma and the other having trained Graduates for teaching of crafts.

The following institutions are mentioned as providing training facilities for teachers in craft:

1. Industrial Training School, Bilaspur.
2. Soap-making Training Institute, Indore.
3. Gardening Training Institution, Indore.
4. Kala Niketan, Jabalpur.
5. Vocational High Schools, Jabalpur (also at Mandwa and Raipur).
6. Government Basic Training College, Jabalpur.
7. Krantiya Shikshan Mahavidyalaya, Jabalpur.
8. Home Science College, Jabalpur.

The usual grade of craft teachers appears to be B. 60-120. Some schools employ craft teachers in the grade of B. 70-120; and one school has a teacher in the grade of B. 120-250. The usual pattern seems to be from B. 60-120.

Only a few schools (20) mention that craft teachers are acquainted with modern practices in teaching of crafts and less schools (14) say that the craft teachers participate in the community craft activities.

EVALUATION

Most of the schools assess the work of pupils by maintaining record of pupil progress. A little more than 1/3rd schools evaluate creative ability and about 1/3rd schools evaluate quantitative turnover. Only a few schools seem to evaluate the technical competence of pupils.

The schools have internal assessment of craft work excepting a few. Usually there are three examinations in a year. Most of the schools have both theoretical and practical papers. The time for theory paper ranges from

1½ hours to 3 hours and the maximum marks from 25 to 100. Usually there is only one paper. The time for practical examination varies from 1 to 3 hours and marks from 25 to 100. 15 schools report that they hold viva voce examination and the time varies from 10 minutes to 30 minutes and marks from 10 to 100.

40 schools mention that the marks obtained in craft are taken into consideration for promotion and 23 schools mention definitely that these are not considered for promotional purposes. The minimum number of pass marks vary from 25% to 50%, usual pattern being 33%.

Other Views etc.

Promoting Craft Work

Some schools report the following steps being taken to promote instructional work in crafts:

1. Offering of prizes.
2. Arranging of trips.
3. Organising the exhibitions.
4. Taking practical examination.
5. Preparing small things of daily use.
6. Encouraging competition.
7. Organising demonstrations.
8. Organising visits to craft centres.
9. Providing extra classes.
10. Using 'play-way' method of teaching.

Suggestions

The following suggestions are offered by the various schools to improve craft work in the schools. Numbers within brackets indicate the number of schools offering the suggestion:-

1. Providing qualified and trained teachers - 31.
2. Providing more funds - 29.
3. Providing more material and equipment - 14.
4. Providing teacher accommodation - 13.
5. Providing more time for crafts - 9.
6. Increasing number of craft teachers - 7.
7. Holding external examinations - 4.
8. Provision of more crafts in the schools - 4.

Craft followed in the 274 Secondary Schools of

MADHYA PRADESH

	Hr. School			Hr. Secondary			Hr. High School			Total
	S.	A.	C.	S.	A.	C.	S.	A.	C.	
Spinning	-	-	-	8	3	6	8	-	4	26
Weaving	-	-	-	4	3	5	8	-	4	24
Gardening	-	-	1	8	4	15	6	-	5	40
Tailoring	-	-	-	1	1	6	4	-	1	13
Wood Work	1	-	-	3	-	3	4	-	3	14
Sewing	-	-	-	-	7	2	-	-	-	9
Cardboard work	-	-	-	2	-	1	-	-	-	3
Drawing	-	-	-	4	-	-	-	-	1	5
Leather Work	-	-	-	-	1	-	-	-	-	1
Embroidery	-	-	-	-	9	1	-	-	-	10
Printing	-	-	-	-	-	1	1	-	-	2
Tyding	-	-	-	-	-	1	-	-	-	1
Metal Craft	1	-	-	-	-	-	-	-	-	1
General Engg.	1	-	-	-	-	-	1	-	-	2
Soap Making	-	-	-	2	1	-	1	1	-	5
Clay Modelling	-	-	-	-	1	-	-	-	-	1

M A D R A S**CRAFTS**

Craft is a compulsory subject in almost all the schools of Madras. However, there are 11 schools in the present sample which have indicated that the craft is taught as an optional subject in those schools. Craft is introduced in all the schools in grade 6, there are only two schools which have variation. In one school craft is introduced in grade 5 and in another school in grade 3. The usual pattern of craft education is to have craft from 6th to 10th or 11th grade. But there are some variations and in some schools craft is taught only up to grade 8 and in other schools up to grade 9. There is one school in which craft is taught only in 6th or 7th grades.

Objectives

The most accepted objective, endorsed by 55 schools, is inculcating dignity of labour. The next in acceptability appears to be enabling students to gain manipulative skills. This is endorsed by 51 schools. 47 schools have endorsed the objectives of contributing to the leisure time activities of pupils and providing vocational outlet to them. The least accepted objective, endorsed by 18 schools is that of offering opportunity for guided exploration and experimentation in practical situations. The schools seem to be satisfied regarding the achievement of these objectives in the schools.

Crafts taught

The most popular craft in the secondary schools of Madras appears to be weaving. 38 schools have this craft. Next in order of popularity is wood work followed by 26 schools and spinning followed by 20 schools and drawing (if it can be regarded as a craft) followed by 19 schools. The details of various crafts offered by different schools appear at the end.

As will be seen from the table there is no difference in the crafts followed in high schools and multi-purpose schools. Sewing, tailoring and fibre craft are taught only in girls or mixed schools.

Almost all the schools provide only one craft. There are 13 schools which have reported that they have provision for each student to offer more than one craft, usually two crafts.

The most important reason mentioned by 58 schools for the students selecting a particular craft is the provision of the craft in the school. The next important reason given by 31 schools is the aptitude of the students. The other reason viz., parents' choice, teachers' choice or the craft being hereditary in the family are mentioned by only a few schools.

A little less than half of the schools mention that it is possible to change crafts in the secondary classes. Most of the schools mention that this change is possible in grade 9 while a few inform that this change is possible in grade 8.

Time devoted by one class to craft work in one week varies from 45 minutes to 17 hours. The usual trend seems to be the provision of one and a half hour for each class per week for craft work. The duration of the period varies from 40 minutes to 60 minutes, the usual practice, being to have a period of the duration of 45 minutes and in some cases of 40 minutes. 50 schools mention that the period is of sufficient length for craft work.

Curriculum

Quite a large number of schools (66) mention that the craft curriculum stresses the creative aspects of craft. Quite a large number of schools (67) are of the opinion that the contents of the craft curriculum include manipulative skill. 64 schools feel that the craft curriculum includes application of craft in daily life. Only 47 and 45 schools respectively are of the opinion that the craft curriculum includes scientific basis of the craft and study of the economics of the craft.

Schools do not seem to be well satisfied with the integration of the curriculum with other activities. 57 schools feel that the craft curriculum is integrated with home and community experiences. The number of schools with the opinion that it is integrated with co-curricular activities is 42 and of those who feel that it is integrated with other subject areas it is 31. 64 schools express the opinion that the craft curriculum is stimulating for pupils and prepares them for craft pursuits beyond the secondary school education. Only 22 schools conduct trips to places that are of interest from the point of view of craft education.

PHYSICAL FACILITIES

Accommodation

The answers to the question about the size of craft class are vague as for any other states. The enrolment mentioned by some schools in the craft class varies from 24 to 50. The usual number of students being 40. The size of the class room varies from 750 sq. ft. to 1250 sq. ft. The usual size seems to be in the neighbourhood of 800 sq. ft. 41 schools are of the opinion that this size is commensurate with the nature of the work done.

59 schools have separate room set up for purposes of craft classes. The majority of these schools felt that the room has adequate space and that it is well-lighted and suitable from other points of view. 46 schools report that they have adequate facilities for storing craft

products prepared by students and other materials and supplies.

A large number of schools (61) report that they have adequate supply of raw-material. Equally large number of schools (55) have adequate supply of tools. Schools seem to be less satisfied about other working facilities like benches (39), tables (30), easels (24), show-cases (19) and display boards (94). Almost all the schools mention that the materials supplied are being efficiently used.

Almost all the schools report that raw-materials are available to pupils in time.

In most of the schools pupils work both in groups and individually. Only 24 schools however, mention that they provide individual tools to pupils. In most of the schools pupils have to share tools and the number with whom they have to share varies from 1 to 18, the usual practice being 5 or 6.

Only 12 schools report that they keep the workshop open for pupils outside regular school hours. Only a few schools have mentioned the percentage of students utilising this facility. This seems to be 10%.

The schools do not seem to be satisfied with the instructional materials provided to them for craft work. 41 schools report that they have provision for craft models and charts. A little more than 1/3rd of the schools report supply of reference materials, teachers' file of materials and pupils collection of craft designs. Only a few schools have periodicals or text-books available.

Disposal

The usual practice adopted by the schools of Madras for disposing of craft products prepared by students is through sales. 34 schools report that they auction the material. 14 schools sell the material to the public while 8 schools sell them to staff and others. 9 schools report that they return the material to the pupils. Only one school has mentioned that the material is stored.

TEACHERS

Most of the schools have only one teacher for one teacher for one craft. Some schools have one teacher for two crafts and in a few schools one teacher teaches 3 crafts. There are a few schools which have two teachers or 3 teachers.

53 schools mention that the staff for various crafts is adequate. A large number of schools (53) mention that the craft teachers in their schools have received institutional training.

Only a small number of schools experience difficulty in securing craft teachers who know their subjects satisfactorily (37) or those who are pedagogically trained (35).

Only a few schools (6) utilise untrained and unqualified artisans for teaching of crafts in the schools.

The following institutions provide training facilities for crafts in the schools:-

- (1) Lady Willington Institute for Craft, Madras.
- (2) Government Teachers' College, Madras.
- (3) Government Technical Institute at Coimbatore, Madras and Venaspet.
- (4) Textile Institute, Madras.
- (5) Arts & Crafts School, Kumbakonam.
- (6) Government Textile Institute, Coimbatore.
- (7) Harijan Industrial Institute, Vidanlaklam.

From the information available it appears that the usual grade of craft teachers is Rs.50-90. There are many variations. Some schools have craft teachers in the grade of 35 to 55, some others in the grade of 60-100 and some from 41 to 80. There are schools which have teachers in the grade of Rs.90-140. There are other variations also. But on the whole the grade in most of the schools seems to be from Rs.50-90. 50 schools have indicated that the teachers follow modern practices of teaching. However, only 17 schools are of the opinion that teachers participate in community craft activities.

EVALUATION

42 schools report that they maintain record of pupil progress for purposes of evaluation. 46 schools mention that they evaluate quantitative turnover. 23 and 25 schools respectively evaluate creative ability and technical competence.

Only a small number of schools (33) hold examinations in craft. However, not of the schools have some way of having assessment of the craft work. Mostly craft is assessed by internal assessment. Those schools which hold examinations usually have three examinations in a year. The usual pattern is to have one theory and one practical paper. The theory paper varies from one hour to 2½ hours with marks 35 to 100. Practical examination is held from ½ an hour to 3 hours and carries marks from 35 to 100. The minimum percentage of pass marks in the majority of schools is 35, the variation being from 25 to 40. Most of the schools do not take craft marks into consideration for purposes of promotion. Only two schools have mentioned that the marks are taken into consideration.

SUGGESTIONS, ETC.

Extracting craft work

The following steps have been reported by various

schools taken to promote craft work in the schools:

- (a) Holding of exhibitions;
- (b) Providing prizes for craft work;
- (c) Arranging competitions;
- (d) Stressing preparation of articles of daily use.

Suggestions

The following suggestions are offered by the various schools to promote teaching of craft:-

- (1) Adequate equipment to be provided (9).
- (2) More periods for crafts to be allotted (9).
- (3) Adequate finance to be made available (8).
- (4) Variety of crafts to be introduced (8).
- (5) Craft to form as a part of examination subjects (6).
- (6) Teacher pupil ratio to be reduced (7).
- (7) Craft to be made compulsory (5).
- (8) Adequate accommodation to be provided (5).
- (9) Trained teachers to be provided (4).
- (10) Craft attendant to be given to teachers (3).

280
Crafts followed in the Secondary Schools
of NAGRAH

Crafts	High Schools			Multipurpose Boys Girls Co-Edu.			Total
Spinning	6	-	4	2	-	8	20
Weaving	11	2	11	2	-	12	38
Book-binding	2	-	3	-	-	1	6
Gardening	4	1	2	1	-	6	14
Wood work	8	-	4	5	-	9	26
Drawing	4	5	4	1	1	4	19
Paper work	2	-	-	-	-	1	3
Rattan(cane) work	1	-	-	-	-	-	1
Home crafts	1	5	1	-	2	-	9
Music	1	2	2	-	1	1	7
Embroidery (needle work)	-	6	4	-	2	4	16
Fibre crafts	-	1	-	-	-	-	1
Tape making	-	-	1	-	-	-	1
Cardboard work	-	-	1	-	-	1	2
Pottery	-	-	1	-	-	1	2
Agriculture	-	-	1	1	-	2	4
Tailoring	-	-	-	-	1	2	3
Sewing	-	-	-	-	1	1	2

M A H A R A S H T R A

CRAFTS

In the State of Maharashtra, craft is a compulsory subject in the secondary schools usually for classes V to VII. Some schools have crafts only in classes V and VI, while some others have in classes VI and VII. A few schools provide crafts on a compulsory basis in classes VIII, IX and X also. Some higher secondary schools have this provision up to 9th class. The usual pattern seems to be of providing crafts for classes V to VII. Only one school has reported that craft is provided on an optional basis; in all other schools crafts seems to be a compulsory subject.

Objectives

All the ten objectives mentioned in the questionnaire have been ticked by the majority of schools. The most accepted objectives seem to be inculcating dignity of labour (42 out of 61 responses have accepted this); enabling pupils to gain manipulative skills (41); providing vocational outlet for pupils (41); and contributing to leisure time activities of pupils (40). The least accepted objectives seems to be the opportunity crafts provides for explanation of practical situations (14). The objective of providing experiential experience to pupils in order to develop their ability also seems to be less accepted (22).

Most of the responses to the question to what extent these objectives are being achieved indicate that the objectives are being fulfilled only to some extent. Some responses indicate satisfaction in achievement of the objectives.

Crafts taught

Spinning and Weaving are offered in most of the schools of Maharashtra, followed by wood-work, tailoring and card-board work. Paper-making is also one of the popular crafts. In the Girls' schools and mixed schools sewing and embroidery are popular. The attached table gives the details of the crafts practised in the schools of Maharashtra. As will be seen, the crafts practised are: spinning, weaving, clay-modelling, wood work, tailoring, book-binding, card-board work, paper making, gardening, sewing, agriculture, embroidery, metal craft, drawing, home crafts, technical subjects and soap-making.

There does not seem to be much difference in the crafts followed in high schools and multi-purpose schools. Metal craft is practised only by one multipurpose school. Similarly soap-making is practised by one higher secondary school.

All the schools provide only one craft to the students at a time. The majority of the students choose the craft because it is provided for in the school. Only 17 schools have mentioned that the crafts are provided according to the aptitude of the pupils and only a few schools have

mentioned the factor of teachers' choice and hereditary craft as being important in determining the choice of the pupils.

Most of the schools mention that it is not possible to change the crafts in the secondary stage. Only 19 schools mention such a possibility. Most of these schools mention that the change is possible in the class VIII while 2 schools mention the possibility in the class 9 and one school mentions 7th class as the grade in which this change is possible. The replies to the question as to how many hours are devoted to craft teaching are not very clear. Some schools seem to have given figures for all the classes and most of the schools seem to have mentioned the figures for one class only. The trend seems to be of devoting between 1 1/2 hours to 3 hours per week for a class for craft teaching. The period is usually of 35 or 40 minutes duration. Most of the schools (46) feel that the time allotted for craft work is sufficient.

Curriculum

Most of the schools (50) feel that the curriculum stresses the creative aspects of craft. Most of the schools also feel that the curriculum followed in their schools is integrated with home and community experiences, although only some schools (26) feel that craft curriculum is integrated with other subject areas and that it is integrated with co-curricular activities.

Almost all the schools (56) indicate that the contents of craft curriculum have sufficient application in daily life. The majority of the schools (46) feel that the contents of the curriculum include manipulative skills. Some schools indicate that the curriculum includes study of economics of the craft and the scientific basis of the craft.

41 schools out of 61 indicate that the curriculum stimulates interest in the pupils and prepares them for craft pursuits beyond the secondary school.

With regard to the utilisation of field trips in teaching of crafts, only a few schools (13) mention that this is being done.

PHYSICAL FACILITIES

Accommodation

The average size of the class-room used for craft purposes seem to be 500 sq.ft. Various sizes have been indicated and the range seems to be from 200 sq.ft. to 2400 sq.ft. Most of the schools (43) feel that this accommodation is sufficient for the craft work.

In most of the schools there is a separate room provided for the craft work and this room seems to be well lighted and quite suitable (53 out of 61 feel this).

42 schools have adequate provision for storing pupils' hand-work, general material and supplies.

Equipment

If the equipment provided, raw-material is indicated to be adequate by 50 schools while 39 feel that work benches are sufficient, 36 indicate tables being sufficient. The majority of the schools feel that they have sufficient tools to work with. Show-cases and display-boards are not found to be in sufficient number by many schools.

Almost all the schools indicate that the materials and equipment mentioned to them are being sufficiently used. Most of the schools (83) are satisfied that raw-materials are made available to the pupils in time.

In most of the schools students work individually and about half of the schools provide each student with his own set of tools. The schools which mention that the student has to share tools with other students indicate that he has to share with three or four students. Only one school has mentioned that the student has to share with 35 students. The reply to the question what percentage of students possess tools at home is quite vague and does not give much information.

Only a few schools keep the workshop open outside regular school hours. Such schools mention that about 25% students utilise this provision.

If the instructional materials provided, for craft work, about half of the schools have provision for craft models and charts and material for teachers. The text-books for crafts are provided only in a few schools (19). Similarly periodicals are provided by only a few schools (11). Some schools (22) have pupils collection of designs and materials and some have reference materials available for the use of the teachers.

Disposal

23 out of 61 schools mention that the articles produced by the pupils are returned to them. 13 schools sell the articles to the public and only a few schools sell them to the pupils (5) or auction them (4) or keep them in the schools (3). On the whole, there seems to be lack of attention being paid to the problem of disposal of craft products.

TEACHERS

Most of the schools have only one teacher for one craft and in many cases one teacher teaches two crafts and in one case 3 crafts. Some schools have three teachers and a few have two teachers.

47 schools indicate that the teachers have received institutional training in crafts. It is not clear whether this reference to the training is to the professional educational training provided in a Basic training institution or whether

this indicates a separate professional craft training. Almost half of the schools mention that they experience difficulty in securing craft teachers who know their subjects satisfactorily. 36 schools feel difficulty in securing crafts teachers who are pedagogically trained. Only 11 schools use untrained and unqualified artisans for the teaching of crafts.

The majority of the schools (51) feel that the staff given is adequate.

It is not clear what qualifications are prescribed by the State for craft teachers. On the whole the craft teachers in the schools of Maharashtra have diploma in crafts. Some of them are Basic trained at Warina. In some schools the craft teachers are Matric pass.

The following institutions provide training for craft teachers in the State:

- (1) Handi-crafts School - Akola.
- (2) Industrial Training Institute - Amravati.
- (3) Government Basic Training College - Amravati.
- (4) Handicrafts Teachers Training College - Bombay.
- (5) J.J. School of Arts - Bombay.
- (6) Elphinstone Technical High School - Bombay.
- (7) Government Industrial Training Institute - Nagpur.
- (8) Cottage Industries Training School - Nagpur.
- (9) Vocational High School - Nagpur.
- (10) Khadi Gramudyog Mahavidyalaya - Nasik.
- (11) Industrial Training Institute - Cudh.
- (12) Institute of Modern Art - Poona.
- (13) Khadi Gramudyoga Mahavidyalaya - Warina.
- (14) Bhartiya Kala Prasarakani Sabha.
- (15) Buldana School of Carpentry.

Most of the schools pay craft teachers in the grade of B.72-150. The grades range from B.50-80 to B.110-200.

37 schools mention that the craft teachers follow modern way of teaching, while 13 mention that they follow traditional methods. Very few institutes have mentioned that the craft teachers participate in the community craft activities.

EVALUATION

In most of the schools assessment in crafts is done through internal assessment. Almost all the schools mention that they hold examinations in craft. Most of the schools have examinations twice a year while some have thrice a year. Only a few hold either once a year or four times a year.

39 schools mention that the marks obtained in the craft are taken into consideration for promotion of pupils. The minimum pass marks range from 33 to 35%.

The general pattern of the examinations seems to be one paper of theory carrying 50 marks of the duration of one and a half hours and similar one paper in practical.

47 schools indicate the progress of the pupils is evaluated by maintaining records of the progress of pupils. About half of the institutions mention that creative abilities of the pupils are also evaluated and equally half of the schools mention that they evaluate the quantitative turnover of craft work by the pupils. Only a few institutions evaluate the technical competence of the pupils.

SUGGESTIONS ETC.

Special features

Only a few schools have mentioned some special features of craft education. There are the following:

- (i) Pupils have won many prizes in the craft exhibition.
- (ii) Craft is taken up by some pupils as a hobby.
- (iii) Pupils prepared their own garments after school hours.

Promoting craft work

The following steps are reported to be taken by the various schools to promote craft work in the institutions:-

- (i) Exhibition of work.
- (ii) Encouraging competition.
- (iii) Extra craft work for interested pupils.
- (iv) Stressing both theory and practice.
- (v) Encouraging working of pupils during leisure time.
- (vi) Providing good tools.
- (vii) Organising pupils in groups.

- (viii) Providing freedom to pupils to adjust.
- (ix) Organising vocational classes during long vacation.
- (x) Propagating.
- (xi) Awarding prizes.
- (xii) Supplying material free to the poor pupils.
- (xiii) Preparing articles of daily use.
- (xiv) Providing material to pupils.
- (xv) Organising hobby clubs.
- (xvi) Selling articles to the pupils at nominal cost.

Suggestions

The following suggestions are offered by the various schools to improve craft work. Number of schools offering the suggestions are indicated in the brackets:-

- (i) Sufficient funds should be provided for craft (14)
- (ii) Trained craft teachers should be provided (10)
- (iii) Proper material and equipment should be provided (9)
- (iv) Adequate accommodation for craft work should be provided (7)
- (v) Craft should be made an additional subjects (4)
- (vi) Pupil-teacher ratio should be reduced (4)
- (vii) Definition of syllabus should be provided both in theory and practice (4)
- (viii) Craft should continue as a subject in the college courses (3)

ANNUAL REPORT OF THE JAWAHARLAL NEHRU
TECHNOLOGICAL INSTITUTION, KANPUR

Crafts	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	Total	
Spining	1	-	6	-	-	2	2	1	5	17
Weaving	1	-	5	-	-	1	2	1	4	14
Clay Modelling	1	-	-	-	-	1	-	-	-	2
Wood work	2	-	6	-	-	-	1	-	5	14
Tailoring	1	1	11	-	-	-	-	-	2	15
Book Binding	4	-	4	-	-	-	-	-	-	8
Card Board Work	6	-	7	-	-	-	-	-	-	13
Paper Making	4	-	3	-	-	1	1	-	2	11
Gardening	-	-	1	-	-	1	1	1	2	6
Sewing	-	6	6	-	-	-	-	2	1	15
Agriculture	1	-	-	-	-	-	-	-	-	1
Embroidery (needle work)	-	5	2	-	-	-	-	2	2	11
Metal Craft	-	-	-	-	-	-	-	-	1	1
Drawing	1	-	1	-	-	-	-	-	-	2
Home Crafts	-	-	1	-	-	-	-	-	-	1
Technical Subject	-	-	1	-	-	-	-	-	-	1
Soap Making	-	-	-	-	-	1	-	-	-	1

M Y S O R E

CRAFTS

Almost all the secondary schools of Mysore have craft as a compulsory subject. A few schools have indicated that craft is both compulsory and an optional subject. Generally craft is introduced in the 9th grade and many schools have indicated that it is taught only in the 8th grade. Some schools indicate that it is taught in grades 8 to 11. One school mentions that craft is taught in grades 8 to 9 and a few schools have in grades 6 to 10 or 11.

Objectives

The most accepted objectives of craft teaching in the schools of Mysore appear to be providing vocational outlet to pupils and inculcating dignity of labour. Both the objectives have been endorsed by 56 schools. Next in acceptance are objectives of exploring the aptitudes and interests of pupils and contribution to the leisure time activities of pupils. The least accepted objective, endorsed by 20 schools appears to be that of offering opportunity for guided exploration and experimentation, in practical situations. The schools vary in their feeling about the fulfilment of these objectives. Mostly the schools feel that the objectives are being fulfilled to a good extent.

Crafts taught

The most popular craft in the schools of Mysore appears to be tailoring which is taught in 39 schools. Next in popularity is agriculture which includes mostly horticulture and coffee plantation. There are other crafts a list of which, along with number of schools following these crafts, appears in the table. Drawing, Dramatics, Dancing and music have also been mentioned by 32 schools. As may be evident embroidery horse craft, music are practised only in the girls or mixed schools. Strangely enough spinning and weaving are not found in any girls schools. The other crafts which are found only in boys schools are woodwork, printing, clay modelling and paper work.

The schools provide only one craft excepting a few who have provision for two crafts and one school provides 3 crafts.

Most of the schools indicate clearly that the craft is selected by the students mainly because it is provided in the school. This is expressed by 53 schools. The other important reason given by 23 schools is the students' aptitude. The other reasons are mentioned only by a few schools viz., choice by teachers or parents or the craft being hereditary in the family.

Only a small number of schools (23) mention that it is possible to change the craft during the high school. Most of these schools mention 9th class as the grade in which

change is possible. Some schools mention that the change is possible in the 8th grade.

Hours devoted to craft work per week for one class vary from $\frac{1}{2}$ to 6. The main trend seems to be to devote 3 hours per week for craft work in one class. The length of the period is mostly 45 minutes, although there are some schools having periods of 40 minutes duration. Most of the schools feel that the period is of sufficient length.

Curriculum

Most of the schools feel that the curriculum contains matter having application of the craft in daily life. This is endorsed by 69 schools. 65 schools feel that it contains content having reference to manipulative skill. 49 and 45 schools respectively express that the curriculum contains study of the scientific basis of the craft and of the economics of the craft.

58 schools are of the opinion that the craft curriculum is integrated with home and community experience; 42 feel that it is integrated with co-curricular activities and only 34 feel that it has integration with other subject areas. A large number of schools (61) feel that the curriculum stresses the creative aspect of crafts. 50 schools feel that it stimulates interests in the pupils to carry them beyond secondary school experience. Compared to other States, quite a large number of schools (34) report that they conduct field trips to places of interest from the point of view of craft education.

PHYSICAL FACILITIES

Accommodation

The question asking about the size of the craft class has been differently interpreted by different schools. Some schools, as in other States interpret this as the size of enrollment while others interpret it as the size of the room. The number of students in the class room varies from 20 to 60. The size of the craft class seems to vary from 150 sq.ft. to 1,200 sq.ft. The figures do not give any indication of the usual size of the class room.

Only a small number of schools (29) have separate rooms set apart for craft classes. Most of these schools indicate that the room provides adequate space and that it is well lighted and otherwise suitable.

Only 33 schools report that they have adequate storage facilities available for keeping craft products made by students.

Equipment

A large number of schools (41) have adequate raw material available to them. Tools are also available to a large number of schools (43). Other facilities are not available to many schools like work benches (29), tables (33), easels (23), showcases (18) and display boards (18). Most of

the schools indicate that the raw-material and equipment received are efficiently used. 49 schools report that raw-materials are made available to pupils in time.

The schools have both individual and group instruction in crafts. Many schools report that they have both types of approach. Only a few schools report that they provide separate tools to individual pupils. The number of students with whom an individual has to share tools varies from 3 to 15. The trend seems to be sharing tools with about 4 persons.

Only a very few schools keep workshop open after school hours and the percentage of students utilising this facility seems to be round (10).

Schools do not seem to be satisfied with the instructional materials available to them. 33 schools indicate that they have text-books and 29 schools have craft models and charts. Only 17 schools indicate that they have periodicals available for craft work.

Disposal

The usual method of disposal of craft products in the schools of Mysore is that of returning the products to the pupils. Not many schools have given this information, but of those who have replied, a large number of schools indicate this practice. Craft products are also auctioned or sold.

TEACHERS

As in case of other States most of the schools have one teacher for one craft. There are however, some schools which have no craft teachers and some schools have teachers for one craft but not for other. 3 schools indicate that they have two teachers for one craft and one school has three teachers.

46 schools indicate that the staff for craft work is adequate. 42 schools report that the teachers with them have received institutional training in crafts.

A large number of schools report that they experience difficulty in securing craft teachers who know their subjects satisfactorily (50) and who are pedagogically trained (53). Only a few (13) schools use untrained and unqualified artisans for teaching of craft.

The following institutions provide craft training in the State.

- (1) Krishan Rajendar Silver Jubilee Technological Institute, Bangalore.
- (2) Agricultural Colleges at Bangalore, Dharwar and Bellary.
- (3) Government Basic Training Centres.
- (4) Department of Industries & Commerce.

(5) Department of Horticulture.

(6) Polytechnic institutions.

The grade of pay given to craft teachers varies. The usual grade appears to be Rs. 50-120. This grade has some variations. Some schools start from 60 and some schools indicate that it ends at 100. One school has mentioned that the craft teachers is paid in the grade of 150 to 250 and another 75-150.

36 schools indicate that their teachers follow modern techniques of craft teaching. Only 15 schools report that the craft teachers participate in community craft activities.

EVALUATION

Large number of schools (39) maintain record of pupil progress. 23 schools report that they evaluate quantitative turnover and creative ability.

It appears that most of the schools hold an examination in crafts. 8 schools have indicated that they do not hold any examination and that the general impression of the day-to-day class work is considered. Mostly the schools take recourse to internal assessment. The usual pattern seems to be having two examinations in a year both in theory and practical. A few schools give examinations only in theory. The time for theoretical paper ranges from 1 to 3 hours and the marks from 25 to 100 while the time for practical examinations ranges from 1 to 3 hours and marks from 25 to 100. A few (7) schools hold examinations in viva-voce. In their case the maximum marks range from 15 to 30. The usual trend appears to be to have 35% to 50%.

37 schools indicate that they take the marks obtained in craft into consideration for purposes of promotion while 13 schools indicate clearly that they do not consider craft marks for promotion.

SUGGESTIONS ETC.

Promoting craft work

The following special features have been reported by some schools. These are reported as steps taken to promote craft work in the schools.

- (a) Organising competitions;
- (b) Organising lectures;
- (c) Arranging visits;
- (d) Holding exhibitions;
- (e) Holding film shows;
- (f) Encouraging students with special talents;
- (g) Giving rewards and scholarships.

Suggestions

The following suggestions have been offered by various schools in order to promote craft work:-

- (1) Trained and qualified staff to be provided (17).
- (2) Adequate raw-material and equipment to be provided (17).
- (3) More accommodation may be given including separate room for crafts (13).
- (4) Separate craft teachers may be provided (10).
- (5) Reference books on craft to be provided (5).
- (6) Teacher-pupil ratio to be reduced (4).
- (7) More grants to be given (3).
- (8) More crafts to be introduced (4).
- (9) Assistance to be provided for craft (4).
- (10) More time to be devoted to crafts (2).
- (11) Syllabus to be improved (2).

Crafts followed in the Secondary Schools
of MYSORE

Craft	High School			Higher Secondary			Multimurpose			Total
	B	G	C	B	G	C	B	G	C	
Spinning	1	-	4	1	-	1	-	-	1	8
Weaving	2	-	4	-	-	1	-	-	1	8
Agriculture*	-	3	9	3	-	5	2	1	8	31
Embroidery (Needle work)	-	10	5	-	2	1	-	2	1	21
Tailoring	2	10	12	6	1	3	-	1	4	39
Wood work	2	-	3	3	-	1	-	-	4	13
Technical (mostly electric wire service)	-	-	3	2	-	1	-	-	-	6
Gardening	1	1	5	1	-	1	-	1	-	10
Home craft	-	-	1	-	-	1	-	1	1	4
Rattan work	-	-	-	2	-	-	-	-	-	2
Typing	-	-	-	1	-	1	-	-	1	3
Printing	1	-	1	-	-	1	1	-	-	4
Bee keeping	-	-	3	-	-	1	-	-	-	4
Photography	-	-	-	-	-	2	-	-	-	2
Fibre craft	-	-	1	-	-	-	1	-	-	2
Soap making	-	-	-	1	-	1	-	-	1	3
Fishery	-	-	1	-	-	-	-	-	-	1
Dramatics	-	2	2	3	-	2	1	1	2	13
Clay modelling	1	-	1	-	-	1	-	-	-	3
Pottery	-	-	-	-	-	-	-	-	1	1
Drawing	1	2	2	-	-	-	1	-	-	6
Tap making	-	-	-	-	-	-	-	-	1	1
Music	-	1	1	-	1	-	-	-	1	4
Paper work	1	-	-	-	-	1	-	-	-	2
Card board work	-	-	1	-	-	-	-	-	-	1
Book binding	-	-	1	1	-	1	1	-	-	4

*Agriculture includes mostly horticulture and coffee plantation.

C R I S S A

CRAFTS

Responses have been received only from high and higher secondary schools.

Craft is a compulsory subject in all schools except 3 schools which mention that they provide craft on an optional basis. Usually craft is taught in classes 8 to 10 or 8 to 11. A few schools, however, have craft in classes 8 to 11 and one school has craft in classes 9 to 9.

Objectives

Of the ten objectives mentioned in the questionnaire the most acceptable seems to be the contribution of the craft to the leisure time activities of pupils. This is endorsed by 19 schools. This is followed by the provision of vocational outlet to pupils and inculcating dignity of labour. Equally important is the objective that crafts help pupils become better persons in home by cultivating in them skills for minor repairs. The least acceptable objectives seem to be the provision of opportunities for ~~far~~ experimentation in practical situations and provision of specialised experience to help them develop their skills in a better way.

To the question to what extent these objectives are being fulfilled most of the schools have given no reply. Some schools mention that it is very difficult to say for various reasons, mainly because craft has been introduced as compulsory subject only recently. Some schools have indicated great satisfaction while others are satisfied only to some extent.

Crafts taught

The most popular craft in the schools of Crissa seems to be tailoring followed by wood-work and gardening. The other crafts offered are spinning, weaving, embroidery, paper work, technical crafts, home crafts, sewing and steno-typing. Only one school offers steno-typing and it is a higher secondary school. All other crafts are offered by both high schools and higher secondary schools. Embroidery, home crafts and sewing are offered only by girls. The enclosed table giving figures of the crafts offered in the schools of Crissa may be seen for details.

All the schools provide one craft only, excepting 5 schools which have provision for two crafts. Almost all the schools mention that the students select a particular craft only because this is being provided in the school. Only 6 schools mention that the pupils choose crafts being influenced by teachers' choice. The number of schools giving other reasons viz., influence of parents' choice pupils aptitude, craft being hereditary in the family and selection being accidental are very few. Most of the schools mention that it is not possible to change crafts

in the high school, only 7 schools mention the provision of such a change. Of these schools two mention the change being possible in grade 9 and one each in the 10 and the VIII grades.

Most of the schools seem to be devoting 1½ hours to craft teaching. Some replies are vague as these do not make clear for how many classes the figures are mentioned. On the whole the range seems to be from 1 hour to 2 hours. The craft period generally is of the duration of 30 minutes. However, some schools have periods of 45 minutes. Almost half of the schools are satisfied with the length of the craft periods.

Curriculum

Almost all the schools (31½) in Crissa seem to be satisfied that the curriculum in crafts includes enough material bearing on the application of the craft in daily life. About half of the schools feel that curriculum contents is related to manipulative skill and less schools are satisfied regarding the inclusion in the curriculum of the content related to the study of the economics of the craft and the scientific basis of the craft.

16 schools out of 34 feel that the craft curriculum is integrated with the home and community experiences. About half of the schools mention that their curriculum is integrated with co-curricular activities. However, only a few schools feel that it is integrated with other subject areas in the programmes of State. More than half of the schools feel that the curriculum in crafts stresses the creative aspect of crafts taught. The same equal number of schools feel that the curriculum stimulates interest in the pupils and prepares them for craft pursuits beyond the secondary schools.

Only two schools out of 34 indicate that field trips are conducted to places of interest for craft education.

PHYSICAL FACILITIES

Accommodation

The size of the class-room used for craft purposes seems to vary from 200 sq.ft. to 500 sq.ft. The usually size seems to be about 400 sq.ft. More than half of the schools feel that the accommodation provided is suitable for the nature of the work to be done.

Most of the schools have a separate room for conducting classes in crafts. Half of the schools are satisfied with the space provided for this purpose. The majority of the schools feel that the room provided is well lighted and suitable from other considerations.

More than half of the schools have adequate storage facilities for keeping finished products prepared by pupils

and general materials and supplies of crafts.

Equipment

More than half of the schools seem to be satisfied with the adequate facilities available in the form of tools and in the form of tables for doing work. Half of the schools report having adequate working benches. Less schools are satisfied with easels supplied to them and still less schools with show cases and display boards. As far raw-material more than half of the schools feel that they have adequate supply of raw-material.

Almost all the schools mention that the materials and equipments supplied are adequately used. Most of the schools are also satisfied that raw-materials are made available to pupils in time.

Most of the schools provide equipment to groups of pupils - only a few schools have provision for tools for individual pupils. Usually five students seem to share tools; 2 schools mention that this number is 10 while there are schools in which this number is only 3 and 2. Only 7 schools mention that each student has its own set of tools. The percentage of student possessing tools at home varies from 5 to 60. 15 to 20 seems to be the usual figure.

Only a few schools have provision of opening workshop outside school hours. The percentage of students utilising this provision seems to vary from 5 to 50.

Less than half of the schools are provided with craft models and charts and much less schools report provision of text-books and teachers file of materials and reference material. Only one school reports that it has provision of periodicals on crafts.

Display

About half of the schools dispose craft products by selling them. 3 schools mention that these are returned to pupils while 3 other schools mention that they are kept in the school for exhibiting them.

TEACHERS

All the schools report that they have provision of one teacher for one craft. More than half of the schools seem to be satisfied with the staff provided.

Most of the schools report that teachers provided have had institutional training in crafts. However, more than half of the schools mention that they experience difficulty in securing craft teachers who know their subjects satisfactorily and those who are pedagogically trained. Only 5 out of 24 schools use untrained and unqualified artisans for the teaching of crafts in the schools.

Most of the schools have not mentioned anything about the prescribed qualifications of the craft teachers. It seems that Matric pass teachers trained in a particular craft are employed in the schools.

The usual grade in which the teachers are paid seems to be Rs.50-90. One school employs a teacher in the grade of Rs.120-250 and another in the grade of Rs.50-90.

The following institutions provide training in crafts.

- (1) Institutions at Angul Bahrapur, Balanjir, Narasinghpur, Nayagarh, Sunabampur, Sundergarh and Phoolbundi.
- (2) Sewing Tailoring Institute, Puri.
- (3) Peer Cottage Industries, Cuttack.
- (4) Orissa School of Engineering.
- (5) Krishi Maha Vidyalaya, Bhubneshwar.
- (6) Craft Tailoring Centre, Mayurbhanj.

About half of the schools mention that the teachers follow modern practices in teaching crafts in the schools. Only 3 schools mention that the craft teachers participate in community craft activities.

EVALUATION

Half of the schools mention that pupil progress is evaluated by maintaining a record of their progress and by evaluating technical competence of students. Less than half of the schools assess students' progress by evaluating creative ability or the quantitative turnover in crafts.

More than half of the schools have provision of internal assessment. There are only two schools which mention that they have external assessment programmes and 4 schools have both internal and external assessment.

In the majority of the schools examinations are held in craft, usually twice a year, only 3 schools have provision of one examination in a year. The usual pattern of examination seems to be assessing theory and practical aspects of craft work. The usual pattern appears to be having one paper for theory examination (the duration ranges from 1 an hour to 2 hours) carrying marks from 20 to 50. There is also practical examination and the duration ranges from 1 an hour to 3 hours and the marks assigned range from 20 to 100. Only 3 schools hold viva voce examination.

The minimum percentage of marks acceptable for a pass seem to be 30. Craft does not seem to be considered necessary subject for promotion. 17 schools out of 24 schools in which marks in crafts are not considered for promotion; only 5 schools consider these for promotional purposes.

SUGGESTIONS ETC.

Promoting craft work

The following have been reported by a few schools as steps taken to promote craft work in the schools:-

- (1) Giving prizes.
- (2) Holding exhibitions.
- (3) Preparing articles of daily use.

Suggestions

The following suggestions are offered by the various schools to improve craft work in the schools. Number of schools offering a particular suggestion are given in the brackets.

- (1) Trained craft teachers may be provided (3).
- (2) More grants should be provided (6).
- (3) More equipment and material may be given (5).
- (4) Adequate accommodation may be provided (4).
- (5) More crafts may be introduced (4).
- (6) More time should be given for crafts (53).
- (7) Crafts should be made compulsory (2).

GRAPHIC SKETCHES IN CONNECTION WITH THE
 1913-14

Name of the Craft	High School			Higher Secondary			Total
	B	G	C	B	G	C	
Spinning	1	-	2	-	-	-	3
Weaving	-	-	1	-	-	-	1
Tailoring	3	-	5	-	-	1	9
Tech. Crafts (Sub)	1	-	-	1	-	-	2
Embroidery	-	1	1	-	1	-	3
Wood Work	1	-	2	1	-	2	6
Gardening	1	-	3	-	-	-	4
Paper Work	-	-	1	-	-	-	1
Home Crafts	-	-	1	-	-	-	1
Sewing	-	-	1	-	1	-	2
Stenc-Typing	-	-	-	1	-	-	1

R A I A E T E A N

CRAPES

All types of secondary schools have craft in their syllabus. Usually the craft is introduced in classes 8 to 9 in high schools and 8 to 11 in higher secondary and multi-purpose schools. A few schools seem to start crafts in the 7th and 9th classes.

Objectives

The various objectives for teaching of craft are those which are mentioned in the questionnaire viz., (a) contributing to the leisure time activities of pupils; (b) providing vocational outlet of pupils; (c) Helping them to gain manipulative skills; (d) Increasing their knowledge of labour; (e) Exploring their aptitudes and resources; (f) Improving their appreciation of craft products; (g) Providing them confidence to use inexpensive and locally available material; (h) Providing opportunity for exploration and experimentation; (i) Providing experience to develop skills and abilities; (j) Dev. of the ability for house-hold repairs, etc.

Out of 33 responses received the distribution of frequency for the various objectives is more or less the same. The highest frequency is for objective 'd' (27) and the lowest for objective 'h' (15).

Most of the institutions are satisfied that the objectives they have ticked are being fulfilled well. There is only one case in which it is mentioned that the objectives are not fulfilled at all. Some responses mention that the objectives are being fulfilled to some extent.

Crafts taught

The crafts introduced in the schools are agriculture, book-binding, card-board work, clay-modelling, dyeing, gardening, general engineering, metal craft, music, paper making, sewing, spinning, stencyling, tailoring, weaving and wood work. General engineering and metal craft are found only in the multi-purpose schools. Wood work and stencyling are introduced in some higher secondary schools.

The main reason for the selection of crafts by the students seems to be its provision in the schools. 29 out of 33 responses have mentioned this reason. The next important reason is the students' own aptitude mentioned by 12. The other reasons are teachers' choice (9), hereditary craft (3), accidental (6), and parents' choice (5).

A student learns craft for 3 years in case of high schools and 6 years in case of multipurpose schools. 14 schools have mentioned that it is possible for the students to change crafts during the course, usually in

the 9th class.

The period or periods provided for craft work are generally of 35 to 40 minutes each. The length differs from 30 minutes to 45 minutes and in one case it is 90 minutes. Average number of hours devoted to craft work is 5.3 - the range being from 3 to 10 hours per week. This time seems to satisfy most of the secondary school Principals as 30 have mentioned that this is of sufficient length, while 13 do not feel that the time devoted for craft work is sufficient.

Curriculum

Almost all the schools feel that the curriculum stresses the creative aspect of craft. Similarly, most of the schools (24) feel that the curriculum is integrated with home and community experiences, and that it is integrated with co-curricular activities (20). Less than half of the schools (14) feel that the curriculum has integration with other subject areas in the programme of studies.

The schools seem to be satisfied with the content of the curriculum, as most of them feel that the content includes manipulative skill (22) study of economics of the craft (23), the scientific basis of the craft (24) and the application of the craft in daily life (26).

Twenty six schools feel that the curriculum stimulates interest in the pupils and prepares them for craft pursuits beyond the secondary schools.

Only a few schools (9) conduct field trips to places of interest from the standpoint of craft education.

PHYSICAL FACILITIES

Accommodation

The size of craft class seems to satisfy almost half of the respondents. The size mentioned ranges from 100 sq.ft. to 300 sq.ft. In most of the schools the craft classes are conducted in a separate room. Some high schools do not have separate room for craft classes. The room provided seems to be well lighted and otherwise suitable in most cases. It seems that only in about half of the schools for which responses are received, adequate storage facilities are available for pupils' hand-work, general material and supplies.

Equipment

As for the equipment, raw-material is adequately supplied in most cases. 23 schools mentioned that the raw-materials are sufficient. Some high schools are not satisfied in this respect. Of other equipment the tools are considered sufficient in 24 cases, tables in 17 cases, easels in 13 cases and work-benches in 14 cases. Show cases and display boards are not considered sufficient in the majority of cases. On the whole, the schools feel satisfied with regard to the use of these material supplied.

All the schools except 6 say that the raw-materials are made available to the pupils in time.

The tools are used both by the individual pupils as well as in groups, although the trend seems to be more in the direction of using the tools in a group. In one case the tools are shared by 116 pupils, but in other cases the range is from 3 to 15.

Of the instructional materials, most of the schools seem to be provided with text-books (23), pupils' collection of craft designs and materials (23), teachers' file of materials (22) and craft models and charts (21). Reference material seems to be available in many schools (18). However, only a few (9) schools have provision for periodicals.

Disposal

The main practice in disposal of craft produce seems to be giving these back to the pupils. 11 schools have accepted this practice (only 24 schools have responded, and so about half of the schools seem to be following this practice). Nine schools sell these products to pupils and staff members and other to public. Only three schools have these for school use and only one school has mentioned auctioning of the products as a way of disposal.

TEACHERS

Information about number of craft teachers employed is not much clear. Some schools have one teacher for one craft. Some schools have one teacher of two crafts, one school has one teacher for three crafts, and in one school one teacher teaches five crafts.

In about half the schools (19) teachers have received institutional training. Most of the schools have difficulty in getting craft teachers who know their subject satisfactorily (24) and who are pedagogically trained (23), only ten schools employ untrained and unqualified artisans in teaching crafts.

Only half of the schools (13) feel that the staff provided is adequate for the various crafts.

In most of the schools the craft teachers are matriculate with diploma in crafts. In a few cases Inter in Agriculture or B.Sc. (Agr.) and only one M.Ag. - are employed. A few schools are having on their staff B.A. with diploma in crafts.

The teachers in the schools of Rajasthan get their training in crafts at the following institutions.

- (1) Vidyabhawan Handicrafts Institute, Udaipur.
- (2) S.T.C. Schools.
- (3) Institutions of Social Welfare Departments.
- (4) Industrial Training Institute.
- (5) Sir J.J. School of Arts, Bombay.
- (6) Jamia Millia, Delhi.
- (7) Bilaspur Crafts Institute, Bilaspur.

There appear to be 3 scales of pay for teachers teaching craft in secondary schools. Some schools employ craft teachers in the grade of Rs.50-4-70-5-80, some others have in the grade Rs.70-140 and some in the grade Rs.110-225. It is mentioned by one school that the approved grade for a craft teacher is Rs.70-140; but generally craft teachers are not employed in this grade in secondary schools. AGRICULTURE teachers is paid Rs.150-250 in one school and the Technical Instructor is in the grade Rs.150-300 in another school. On the whole, craft teachers are in the grade of Rs.70-140 or in variation of this grade.

About half of the schools say that the teachers follow modern practices in craft teaching. In about 50% of the schools craft teachers participate in the community craft activities.

EVALUATION

Most of the schools assess pupils' work by maintaining a record of pupil progress and by evaluating creative abilities. In less number of schools, but in more than half, this is done by evaluating technical competence and by evaluating quantitative turnover.

In most of the schools internal assessment is made for evaluation purposes, and in other schools both internal and external assessment is made. All the schools hold examination twice a year, in addition to 3 tests by class teachers. The usual pattern of examination is to have one theory paper of 3 hours duration carrying 40 marks and one paper of practical of 4 hours duration carrying 50 marks. There is no special viva voce examination. However, some questions based upon practical examination are asked and marks are allotted out of 10. This makes the total marks for craft examination as 100.

In most of the schools the minimum pass marks prescribed is 35%. In two cases it is 40%. Most of the schools consider the marks obtained in crafts for purposes of promotion. Two schools mention that these are taken into consideration only for the XI class.

SUGGESTIONS ETC.Practising craft work

The following steps have been reported for practising craft teaching in schools.

- (a) Encouraging students to bind their own books.
- (b) Organisation of craft week.
- (c) Improving competence of teachers through further training.
- (d) Providing latest models and charts.
- (e) Preparing cloth for the consumption of students and staff.
- (f) Seeking cooperation from local skilled artisans.
- (g) Organising demonstrations.
- (h) Holding of special classes.

Suggestions

The following suggestions are offered by the different schools:

- (a) Trained craft teachers should be provided (11).
- (b) Adequate raw material should be provided (8).
- (c) Adequate funds should be provided (8).
- (d) Adequate equipment should be provided (8).
- (e) Time for craft work should be increased (4).
- (f) There should be adequate space for craft (3).
- (g) Adequate number of teachers should be provided (3).
- (h) Craft exhibitions should be organised.
- (i) Prizes should be given to deserving pupils.

Crafts followed in the Secondary Schools
of RAJASTHAN

Crafts	High School			Hr. Secondary			Multigrade			Total
	B	G	M	B	G	C	B	G	C	
Spinning	3	-	3	3	-	-	2	-	1	12
Weaving	3	-	3	3	-	-	2	-	1	12
Wood work	-	-	-	1	-	-	3	-	1	5
Book Binding	3	-	-	-	-	-	-	-	-	3
Card Board Work	4	-	1	-	-	-	1	-	-	6
Clay Modelling	3	-	-	-	-	1	-	-	-	4
Drawing	-	-	1	-	-	-	-	-	-	1
Agriculture	-	-	1	1	-	1	-	-	-	3
Paper work etc.	1	-	-	-	-	2	-	-	-	3
Gardening	1	-	-	-	-	1	-	-	-	2
Music	1	-	-	-	-	-	1	-	-	2
Stone-typing	-	-	-	-	-	-	1	-	-	1
General Engineering.	-	-	-	-	-	-	2	-	-	2
Tailoring	1	2	3	1	5	3	-	-	-	15
Metal Craft	-	-	-	-	-	-	1	-	-	1

UTTAR PRADESHCRAFTS

The institutions answering questionnaires in the State of Uttar Pradesh are both high schools and intermediate colleges. It appears that there are no schools having 11 classes and consequently there are no, what are understood as higher secondary or multi-purpose schools in the State. About 50% of the schools have craft as compulsory subject while other schools have it as an optional subject. There are some schools which mention that craft is both a compulsory and an optional subject. All the schools where craft as a compulsory subject have it in the grades 6 to 8. Those schools in which craft is an optional subject have it in grades 6 to 10 or 6 to 12. One school has also mentioned that craft is taught in grades 5 to 9 and another school in grades 9 to 12.

Objectives

The most accepted objective in introducing craft education seems to be the inculcating of dignity of labour in pupils. The next important are - making the students appreciative of craft products and making them better house-holders. The objectives of providing vocational outlet to pupils, exploring their aptitudes and interests and enabling them to gain manipulative skills seem to be coming next. It seems that the least acceptable objective is to gain pupils' confidence to use the inexpensive and locally available material. The responses to the question as to what extent the objectives are being fulfilled are varied in nature. The general trend seems to be that the schools which have craft as compulsory subject indicate satisfaction in fulfilment of objectives while the schools which have craft as an optional subject reply that objectives are being fulfilled to some extent or that they are not satisfied in this regard.

Crafts taught

Block craft seems to be the most popular craft in the schools of Uttar Pradesh. This is followed by wood work, tailoring and agriculture. The details of the crafts followed in the schools of Uttar Pradesh may be seen in the table given at the end of the report. There seems to be little difference in the crafts taught in boys and girls schools. Musci (if it can be regarded as a craft) is introduced only in one school which is a girls' school and embroidery is in two girls' schools. Sewing again is only in girls' schools.

All the schools provide only one craft to the students at a time with the exception of two schools which have two crafts. Majority of the students choose craft because there is provision for craft in the school. 24 schools also report that the craft is chosen by the students according to their aptitudes. 30 schools report that parents' choice is an important factor. Teachers' advice and hereditary factors do not seem to be important in selection of crafts by the students.

About half of the schools mention that it is possible for the students to change crafts. Most of these schools indicate that the change is possible in 9th class while 3 schools indicate this to be in the 8th and 2 schools in the 10th grades.

As in other States the replies to the question 'how many hours are devoted to craft work' are not clear. The range of answers from 1½ hours to 36 hours. Replies are rather vague although the general trend seems to be in the neighbourhood of 8 hours. The periods devoted to craft work are usually of the duration of 40 minutes. Some schools have periods of 45 minutes while a few have of 35 minutes or 30 minutes. Most of the schools seem satisfied with the length of the period.

Curriculum

Most of the schools indicate that content of the craft curriculum includes application of craft in daily life. Quite a large number of schools (51) have manipulative skill in the content of craft curriculum. 39 and 45 schools respectively indicate that the content of the craft curriculum stresses the study of the economics of the craft and of the scientific basis of the craft.

A large number of schools seem satisfied that the curriculum is integrated with the home and the community experience. About half of the schools (27) feel that it is integrated with other subject areas in the programmes of study. About half of the schools are of the opinion that the curriculum is integrated with the co-curricular activities.

A large number of the schools (52) indicate that the curriculum stresses creative aspects of craft. 42 schools indicate that it stimulates interest in the pupils and prepares them for craft pursuits after secondary education.

Very small number of schools (12) use field trips to places of interest from the view point of craft education.

PHYSICAL FACILITIES

Accommodation

The size of the craft class has been interpreted differently by different schools. From the replies of the schools which understand it as the size of the room the range appears to be from 360 sq.ft. to 1800 sq.ft. The average size is about 500 sq.ft. About half of the schools feel that the size is suitable for the type of work done.

A little more than half of the schools have a separate room set apart for the purpose of craft teaching. All the schools which have a separate room indicate that it provides adequate space and that the room is well-lighted and suitable for the purpose.

About half of the schools have adequate storage facilities for storing pupils' craft products and other material.

Equipment

More than half of the schools seem to have sufficient number of work benches, tables and tools and display boards. Most of the schools have raw-material. There are only a small number of schools which have easels and show-cases. Most of the schools indicate that the material and equipment are being sufficiently used. They are satisfied that the raw-materials are made available to pupils in time.

In about half of the schools pupils work independently and in other half in groups. There, are, however, many schools in which work is done both individually and in groups. About half of the schools indicate that the students are provided with their own tools. Students in schools where they have to share tools share them with about 4 or 5 other students. There are some schools which indicate that the tools are shared by the-groups.

Very few schools keep the workshop open after school hours. The range of the percentage of students utilizing this facility in these schools seems to be from 5 to 80.

A large number of schools (43) indicate that they provide craft models and charts. More than half of the schools provide text-books, reference material, teachers' file of material and pupils' collection of craft designs. A small number of schools have periodicals.

Disposal

The usual practice of disposing of craft products is by sale. Most of the schools have indicated this. The craft products are usually sold to the public and in many cases these are auctioned. Some schools return the craft products to students who have made them.

TEACHERS

Most of the schools have only one teacher for one craft. There are some schools where one teacher teaches more than one craft and in a few schools there are two teachers for one craft.

A large number of schools (45) indicate that the teachers have received institutional training in crafts. About half of the schools indicate that they experience difficulty in securing craft teachers who are pedagogically trained but less than half have difficulty in securing craft teachers who know their subjects well. Only a few schools use untrained and unqualified artisans for teaching of crafts.

More than half of the schools feel satisfied that the staff for the craft is adequate.

The qualifications of the craft teachers vary among the schools. It is not clear what qualifications are prescribed by the State for the different types of craft teachers. However, it appears that the usual qualifications for craft teachers is intermediate diploma and training in crafts. There are schools employing 7 and 8 grade pass teachers who have some training in crafts and some schools have Graduate teachers. The usual pattern however, is to have high school pass or Intermediate pass teachers.

The following institutions are mentioned as providing training in crafts:-

- (1) Junior Teacher Training Institutions.
- (2) Training Colleges.
- (3) Extension Teachers Training Institutions at Partapgarh, Gorakhpur and Raurpur.
- (4) Wood Work Institute, Lucknow.
- (5) Constructive Training College, Lucknow.
- (6) Arts & Crafts Centre, Lucknow.
- (7) Central Wood Work Institute, Allahabad.
- (8) Pedagogical Institute, Allahabad.
- (9) Carpentry School, Allahabad.
- (10) Art Training College, Allahabad.
- (11) Drawing and Handicrafts Centre, Allahabad.
- (12) Weaving and spinning College, Varanasi.
- (13) Refreshercourse Training College, Partapgarh.
- (14) Home Science Training College.
- (15) Government Central College, Kanpur.

The usual salary pattern for the craft teachers seems to be from Rs.75-158 or Rs.175-200 or Rs.220. Some schools have teachers in the grade of Rs.45-90. There are other grades also. In most of the schools, however, the grade is from Rs.75 to Rs.200. About half of the schools indicate that the craft teachers follow modern techniques of teaching and much less schools mention that the craft teachers participate in community craft activities.

EVALUATION

Most of the schools maintain records of pupils' progress and help in the evaluation of pupils' work. About half of the schools evaluate the technical competence. A little less than half evaluate quantitative turnover and

creative ability of pupils.

In most of the schools assessment is internal and there are only 2 schools which have only external assessment. Some schools have both internal and external assessment. Almost all the schools mention that they hold examination in craft. However, there are three schools which do not have examination in craft. Usually the schools have two examinations in a year although there are some schools which have three. Examinations are usually held both in theory and practical. The range of the duration of the papers for theory is from one to three hours, usually three hours. Some schools have viva voce examinations also.

The minimum percentage for pass seems to be 33, the range being from 30 to 40. Some schools have different pass percentage for theory and practical. The usual pattern in these schools is 26% for theory and 40% for practical. Most of the schools take craft marks into consideration for promotion. Ten schools indicate that these are not taken ~~has~~ into consideration.

SUGGESTIONS ETC.

Practising craft work

The following steps have been reported by some schools to promote craft work:-

- (1) Introducing craft as a hobby.
- (2) Organising exhibitions.
- (3) Arranging craft education for boys not enrolled in the school.
- (4) Emphasis on art work.
- (5) Organising demonstrations for villagers.

Suggestions

The following suggestions are offered by the various schools in order to promote teaching of craft:

The first four suggestions are given by many schools.

- (1) More funds for recurring & non-recurring grants may be provided.
- (2) Adequate equipment may be provided.
- (3) Suitable workshop for craft work may be provided.
- (4) Better teachers.
- (5) Students getting training in craft should be preferred in selection.

- (6) Better pay for teachers.
- (7) Improvement of syllabus.
- (8) Adequate raw-material.
- (9) Craft classes
- (10) More training facilities.
- (11) Stress on practical work.
- (12) Providing books and magazines.
- (13) Continuing crafts in the University.
- (14) Providing market facilities for craft products.
- (15) Stipends to good students.
- (16) Combination with Science or Arts.
- (17) Power driven machinery may be introduced.

Crafts followed ^{3 1/2} in the Secondary schools
of UTTAR PRADESH

Crafts	High School			Hr. Secondary			Multipurpose			Total
	B	O	C	B	O	C	B	O	C	
Spinning	-	1	1	3	-	1	1	-	-	7
Weaving	-	1	1	2	-	1	1	-	-	6
Wood work	-	-	1	13	-	-	1	-	-	15
Bark Craft	3	-	1	27	-	2	1	-	-	34
Cardboard work	2	-	-	1	1	-	-	-	-	4
Paper work	1	-	-	4	1	-	-	-	-	6
Music	-	1	-	-	-	-	-	-	-	1
Drawing	-	1	-	2	2	-	-	-	-	5
Home Craft	-	1	1	1	1	-	-	-	-	4
Tailoring	-	1	-	9	3	1	1	-	-	15
Embroidery	-	1	-	-	1	-	-	-	-	2
Agriculture	-	-	-	9	-	2	-	-	-	11
Doll making	-	-	-	1	1	-	-	-	-	2
Leather work	-	-	-	2	1	-	-	-	-	3
Technical crafts	-	-	-	1	-	-	-	-	-	1
Clay work	-	-	-	-	1	-	-	-	-	1
Metal craft	1	-	-	2	-	-	-	-	-	3
Gardening	1	-	-	-	-	-	-	-	-	1
Fisheries	-	-	1	-	-	-	-	-	-	1
Sewing	-	-	-	-	2	-	-	-	-	2

WEST BENGAL

CRAFTS

In all the schools of West Bengal craft is a compulsory subject. Only one school has indicated that it is an optional subject and in one other school it is both optional and compulsory. In most of the schools crafts are taught in classes 8-9. Some schools have crafts only in the 9th class, a few have in class 9-11.

Objectives

Five objectives appear to be equally acceptable. These are: providing vocational outlet to pupils, enabling them to gain manipulative skills, inculcating dignity of labour, exploring their aptitudes and interests and making them habit of self-reliance. Each of these objectives have been endorsed by 40 schools. The least acceptable objective is of offering opportunity of guided exploration and experimentation (endorsed by 16 schools). The schools indicate that the objectives are being fulfilled fairly well.

Crafts taught

The most popular craft in secondary schools of West Bengal appears to be wood work. This is followed by clay modelling and embroidery. The details about the crafts taught may be seen in the table given at the end.

As will be seen from the table spinning and weaving are taught only in the higher secondary and multipurpose schools. Weaving is not found in girls schools. Woodwork, metal work and gardening also are not found in girls' schools which have doll making, home crafts, embroidery, fibre craft and pottery not taught in boys' schools.

All the schools provide only one craft to the students at one time. Only 3 schools have mentioned that two crafts are provided.

Most of the schools give the reason of the choice of the craft by a student as the provision of the craft in the school. Only a small number of schools (17) mention the aptitude of the students as being the basis of selection. Very few schools have mentioned other reasons; Parents' choice (4) teachers' choice (10) and the craft being hereditary in the family (4).

Most of the schools mention that it is not possible to change the craft in the secondary stage. Only 7 schools mention this possibility. They differ in the grade in which this change is possible - 7, 8, 9 and 10 being mentioned.

~~and is being mentioned~~

Time devoted to craft work by one class in one week varies from 40 minutes to 7½ hours. The usual trend seems to be to have 1½ hours per week. The usual duration of the craft period is 40 or 45 minutes. A few schools have periods of 60, 75 or 90 minutes. More than half of the schools feel that the duration of the period is significant for craft work.

A large number of schools (44) are of the opinion that the craft curriculum is stimulating for pupils and provides scope for after-school pursuit of crafts by the students.

A very small number of schools (16) organise any field trips that are of special interest for the craft education.

PHYSICAL FACILITIES

Accommodation

The information about the size of the room in which craft classes are held is not clear. Some schools have interpreted it as size of enrolment in the class. However, the size of the room ranges from 200 sq. ft. to 2200 sq.ft. From the figures it appears that most of the schools have rooms of the size of 400 sq.ft. to 500 sq.ft. Most of the schools (40) feel that the room provides adequate space.

More than half of the schools have adequate facilities for storing craft products made by students and other material and supplies.

Equipments

A large number of schools are satisfied with the availability of raw-material (39), tools (39) and work-benches and tables (33). Only 23 schools have adequate supply of easels and 19 schools have show cases. 43 schools feel that the materials received are adequately used.

A large number of schools (44) say that raw-materials are made available to pupils in time. In most of the schools pupils do group work as well as individual work. 32 schools mention that they provide sets of tools to individual students. It appears that usually a student shares tools with 4 or 5 other students.

Only a few schools keep the workshop open after school hours.

More than half of the schools report that they have availability of text-books and teachers' file of material. The number of schools having reference material and pupils collection is less. Only a few schools have periodicals available for craft work.

Discussal

The usual practice followed in the schools of West Bengal is to return the articles to the students. 17 schools report this practice. Only 35 schools have given information about this and may be seen that about half of these return the articles to students. (8) schools have said that they sell the articles. 8 other schools keep the articles in schools and two schools report that the articles are used in the schools.

TEACHING

On the whole as in case of other States one teacher seems to be employed for one craft. However, there are a few schools which have no teachers for some crafts and some schools which have 2,3 and one school has even 4 teachers for one craft.

More than half of the schools indicate that the staff supplied to them is adequate for craft purposes. 44 schools report that the teachers have received institutional training in crafts.

35 schools report that they experience difficulty in securing craft teachers who know their subjects satisfactorily and 38 schools experience difficulties in securing teachers who are pedagogically trained. It appears that only a few schools employ untrained and unqualified artisans for teaching crafts in school.

The following institutions provide training facilities for craft teachers:-

- (1) Saroj Wadhini Training School.
- (2) Brahmo Training School.
- (3) Vishwa Bharati.
- (4) Government Training College for Art & Craft.
- (5) Lady Brabourne College, Calcutta.
- (6) Shivpur B.E. College.
- (7) Shriniketan College Industries Training Centre.
- (8) Polytechnical Institutes at Fulia, Kalyani and Shrirampore.

The grade in most of the schools for craft teachers starts with Rs.70/-. In many cases it appears that there is a fixed salary. But in other cases this is from Rs.70-150. Some schools give Rs.80/-, Rs.100/-, Rs.110/- and even Rs.250/. In two cases the grade is Rs.250/to Rs.850/-.

35 schools mention that the teachers follow modern practices in teaching crafts. However, only 13 schools mention that their teachers participate in community craft activities.

EVALUATION

35 schools maintain record of pupil progress. 27 schools evaluate creative ability. 19 schools evaluate technical competence and 13 schools assess quantitative turn over of work.

Most of the schools held examinations in craft. All the schools seem to hold internal examinations. Usually examinations are held 3 times in a year. Some schools hold examinations once a year and a few schools three times a year. Usually schools have examination both in theory and practice. A few schools have viva voce also. The range of duration of theory paper is from half an hour to three hours and the maximum marks from 20 to 100. Practical examinations are held for 15 ^{minutes} to 4 hours, maximum marks range from 25 to 100. In most cases, the minimum pass marks are 40%, some schools having 30% also. Most of the schools take craft marks into consideration for purposes of promotion. Only 8 schools have mentioned that craft marks are not considered for promotion.

QUESTIONS ETC.Promoting craft work

The following special features are mentioned by various schools in order to promote craft works:-

- (a) Awarding prizes.
- (b) Holding exhibitions.
- (c) Distributing profit from crafts.
- (d) Organising examinations.
- (e) Organising visits to interesting places from the point of view of craft education.

Suggestions

The following suggestions have been offered by various schools with a view to promote craft education.

- (1) Adequate finance to be provided (14).
- (2) Raw-material and equipment to be made available (11).
- (3) Trained and qualified teachers to be provided (9).
- (4) More crafts to be introduced (6).
- (5) Adequate accommodation to be provided (4).
- (6) More time for craft work to be made available (4).
- (7) More craft teachers to be employed (3).
- (8) Craft workshops to be opened in all schools (3).
- (9) Craft to be made compulsory (3).

[illegible]

Appendix: VIII

TRAINING FACILITIES IN COTTAGE CRAFTS*

A state-wise list

State	Cottage crafts
1. Andhra Pradesh	Coir goods manufacture, Cutting and tailoring, Embroidery and needle work, Glass beads and bangles manufacture, Pottery, Rattan work, Toy making, Oil pressing, spinning and weaving, cotton and rope making, cane work, hosiery manufacture, dyeing and printing, dyeing, weaving, dyeing and hosiery, castor farming and Eri silk rearing, bamboo industries, weaving, dyeing, printing and hosiery, soap manufacture, hand-loom, weaving, carpentry, blacksmithy, leather work, weaving and pottery. Crafts, carpentry, ceramics.
2. Bihar State	Bamboo and cane industry, basketry, bee-keeping, brass-metal, calico printing,, carpet and durri making, ceramics, charkha spinning, cotton weaving, cutting and tailoring, doll and toy making, dyeing, embroidery and needle work, glass and bangle making, handloom weaving, knitting, newar weaving, oil pressing, pala gur industry, pottery, rope making, silk weaving, silk weaving and dyeing, soap, disinfectants, boot polish, candles and cosmetics making, soap making, spinning and weaving, stone ware, tasar reeling and spinning, village industry, wool weaving, zari work.
3. Kerala State	Agarbathi and mat weaving, book binding, bamboo work, rattan work, coir training, coir work, mat making, glass manufacturing, toy making, soap making, silver smithy, candle making, crafts, poultry-cum-bee-keeping, manufacture of sports goods, blacksmithy.

State

Cottage crafts

bell metal training, manufacture of plastic wares, cycle parts, cutting and tailoring,, tailoring and garment making, cutting, tailoring and dress making, embroidery and garment making, needle work and garment making, knitting and crochet making, spinning (Ambar Charkha), spinning (Kisan charkha), weaving, spinning and weaving, weaving and needle work, weaving, carpentry and coir work, weaving, crochet, knitting embroidery and pillow-lace work, weaving and mat making, weaving, mat making and smithy, weaving, spinning and coir work, dyeing and printing.

4. Madhya Pradesh

Ambar charkha training, bamboo work, bamboo and cane work, bee keeping, bleaching, dyeing and calico printing, brush making, cane work, cane works and basketry, embroidery, fibre articles, glass industry, grass mat training, hosiery, lac industry, oil pressing, palm leaves articles, paper pulp toys, pottery, preservation of fruits, printing and dyeing (Artisans' course), screw pine work, soap industry, soap stone industry, spinning and weaving, spinning(wool sports goods, tailoring, tailoring and embroidery, training in carpet and durrie manufacture, toy and lacquer work, toy making, weaving, weaving(wool).

5. Madras State

Ambar charkha training, Ambar Karyakartha course, book binding, crafts, cutting and tailoring, dyeing, bleaching and printing, embroidery, embroidery and dress making, embroidery and needle work and dress making, enamel work, goldsmithy, hand weaving, handloom weaving, home science, Khadigranudyog training,

State

Cottage crafts

Khadi workers, knitting, lace making, needle work and dress making, needle work, dress making, embroidery and weaving, paper making, sewing, sheet metal work, spinning (Ambar Charkha), spinning and bamboo work, spinning and weaving, tailoring, village industries, weaving.

6. Mysore State

Bleaching, dyeing and printing, cane and bamboo work, cane willow and bamboo work, coir extraction and spinning, coir work, cutting and tailoring, embroidery, pottery work, Rattan work, spinning and weaving, spinning, weaving and dyeing, tailoring, embroidery, zari and nukki, knitting and agarbatti making, weaving, weaving and dyeing, weaving, dyeing, printing and hosiery manufacture, weaving leather work, smithy and carpentry.

7. Punjab state

Ambar charkha, book binding, cane, willow and bamboo work, carpet making, cutting and tailoring, Durries, carpet and niwar making, dyeing and printing, embroidery, hosiery manufacture, ink and chalk making, knitting, namda making, painting, plastic goods manufacture, soap making, spinning and weaving, sports material manufacture, tailoring and embroidery, toy making, utensil making, weaving and dyeing.

8. Rajasthan State

Bamboo and basketry, bamboo and cane work, chick and mudcha, cutlery work, cutting, cutting and tailoring, curry, carpet and niwar making, hair oil, chalk and ink manufacturing, moonj ban making, plastic toys and stationery making, soap making, tailoring, toy making, weaving,

State	Cottage crafts
9. west Bengal State	Badminton shuttle-cock manufacture, bakery, basketry, bee keeping, braiding, brass engraving, cane work, cane and bamboo work, carpet and sataranchi making, ceramics, clay modelling, coir work, confectionery, toy making and designing, cord making, cutting and tailoring, dyeing and printing, embroidery and cutting, embroidery and knitting, embroidery and sewing, ghani, ink making, jeeily (paper and chanachur) Making, knitting, mat making, match making, needle work, paper making, paper and clay modelling, pottery work, soap making, spinning, spinning and weaving, shola goods manufacturing, toy making, umbrella making, weaving, weaving , dyeing and printing, commercial art, librarianship, music, painting and decorating, painting and drawing, special art, teachers' training.

Compiled from "A Handbook on Training Facilities in India"- Part I. Issued by The Occupational Information Unit, Directorate-General of Employment and Training, Ministry of Labour and Employment, Government of India. - December 1964.

A P P E N D I X - I X

(Draft syllabus-cum-plan of work in paper, card-board and wood-work for grades I to XI given in the following pages is only a tentative plan prepared by some craft lecturers in the Post-Graduate Basic Training Colleges. It requires to be studied and improved by a committee of competent persons in order to make it a model plan of work)

DRAFT SYLLABUS-GUM-PLAN OF WORK IN PAPER,
CARD-BOARD MODELLING LEADING TO WOOD-WORK
FOR GRADES I TO XI

..

STANDARD - I

Practical & Theory

The children of I standard are at the age of 5+. As the children of this standard cannot handle tools and implements and are unable to prepare useful articles, our suggestion is that children should not be given any productive activities in standard I. The teacher should take them to some higher classes of the same school or any other school nearby where crafts are taught and show them the craft work done by the students. Let the students take the things in their hands, see and observe them freely. The teacher should also take them to some craft exhibitions held nearby. They may be shown tools and implements. The aim is to make them ready for learning paper and card-board work in standard II.

STANDARD - II

Practical Work:

1. Paper twisting and crumbling:- Twisting and crumbling waste news-papers and also binding by thread wherever needed in order to make some rough shapes such as:- Man-figures, animal figures like dog, cat, rat, snake, elephant, jackal, etc., and some playthings like balls, houses, dolls, etc.
2. Paper tearing:- Tearing off the paper by their fingers along the outlines of some shapes of simple vegetables, fruits, animals and birds, etc., such as - brin-gal, lady-fingers, carrots, mangoes, banana, orange, apple, etc., dog, lamb, horse, cat, rat, camel, elephants, etc. The making of outlines around the shapes should be done with the help of templates cut by the craft teacher. Paste these cut shapes on the black colour papers and hang them in class rooms.
3. Paper folding and creasing:- By creasing and folding on some lines in a square of paper, some shapes of birds, animals and play-things should be formed. Articles such as - boat, drinking cup, ship, butterfly, ink-pot, paper-pig, paper-bomb, trees, aeroplane, fish, flying bird, paper lantern, cup-saucer, wind-mill, chair, cot, table, etc.
4. Paper cutting and pasting:- Creating designs by arranging some geometrical and decorative shapes systematically out of waste coloured papers cut with the help of templates prepared by the teacher.

Skills to be acquired:-

- (1) Handling of papers and scissors while working
- (2) Folding and creasing correctly on lines
- (3) Sense of beauty

Theory:

Knowledge is to be given in -

- (1) Identifying the different types of papers
- (2) Identifying some geometrical figures by telling their names
- (3) Knowledge about the proper use of the articles which they prepare
- (4) Method of pasting, cutting, creasing and folding, etc.
- (5) Knowledge about colours (only identifying)
- (6) Kinds of animals, birds, vegetables and fruits, etc.
- (7) Simple stories pertaining to the crafts such as - faithfulness, regularity, discipline and truth, etc.
- (8) What is symmetry?
- (9) Correct method of handling tools and implements and papers, etc.

S T A N D A R D - III

Practical:

Some articles to be prepared in thick papers and thin card-board:-

- (1) Scissors' case
- (2) Comb case
- (3) Dolls of different poses (by thin card-board & papers)
- (4) Square tray
- (5) Bottle-case
- (6) Box with lid
- (7) Soap case
- (8) Money purse
- (9) Rectangular tray with slope-sides
- (10) Hexagonal tray with slope sides

Group activities:

(Compulsory)

- (1) Preparing hand marbling papers
- (2) Preparing paste
- (3) Binding of exercise-books for their own use
- (4) Drawing the diagrams of the articles done (step by step)

(1) Number of articles to be prepared:

Any 6 (six) articles from the list given above (1-10)
Any 3 (three) articles other than those made in Grade II
from the list in item No.3 (paper folding & creasing)

(2) Group activities are compulsory

(3) Skills to be acquired:-

- (i) Paper cutting, folding, creasing & pasting, etc.
- (ii) Developing accuracy.

Theory:

- (1) The children should have an idea of different types of lines such as - horizontal line, vertical line, slope, straight line, curved line, corrugated line, dotted line, dash line, etc.
- (2) Why paste is used in paper and card-board work?
- (3) Why copper sulphate is mixed while preparing paste.
- (4) Different types of papers which they use in paper work and their standard sizes
- (5) The students should have the rough idea of some geometrical shapes.
- (6) Complete procedure of preparing hand marbling papers
- (7) What are primary colours and secondary colours?
- (8) Idea of suitable design - samples for using in preparing hand marble papers
- (9) Identification of tools and equipments which they use and proper method of using them
- (10) Listing of raw-materials which they use.
- (11) Complete procedure of preparing paste and the proportion of water and flour.
- (12) The place of economy in paper and card-board work

G R A D E S T A N D A R D IV

Practical work:

Useful articles in card-boards such as:-

- (1) Name plate
- (2) Writing pad

- (3) Fan
- (4) Students' file
- (5) Photo-frame
- (6) Square tray with vertical sides
- (7) Takali box
- (8) Triangular tray with slope sides
- (9) Calendars
- (10) Soap-case

Group work:

- (1) Tray marbling
- (2) Spray work
- (3) Binding of note books

Educational visits to some places where crafts are taught.

Craft exhibitions to be held at least twice a year and the parents or guardians see the work of their children.

Educational Values:

- 1. Development of aesthetic sense
- 2. Development of cooperative nature
- 3. Self help.

1. Number of articles to be prepared:

Any 5 (five) articles from the list given above(1 to 10)

Any 2 (two) articles which have not been made in the previous years from the list 1 to 10 for grade III

2. Group work is compulsory.

Skills to be acquired

- 1. Card Board cutting
- 2. Cardboard binding
- 3. Paper cutting and pasting according to the shapes and sizes of models
- 4. Colour harmony
- 5. Use of templates and stencils
- 6. Stitching of corners
- 7. Calico cutting and pasting

Theory

- 1. Complete procedure of tray marbling and need of turpentine oil and paste.
- 2. Listing of raw materials and finding the cost price of articles which they prepare.
- 3. How papers and card-boards are made and sold and which is the meaning of 1 lb. 1½ lb. and 2 lbs. in cardboards

4. Use of different types of cardboards for different types of work.
5. The commercial sirpes and names of white spers.
6. What are the primary and secondary colours and how the secondary colours are prepared.
7. Proper use of tools and equipments needed for cardboard modelling.
8. What is scale drawing and use of scale drawing in cardboard modelling.*
9. Detailed study of geometrical figures.

S T A N D A R D - V

Practical

Cardboard articles continued:

1. Office case board
2. Office files (double portfolio)
3. Sliding box
4. Square or rectangular trays
5. Hexagonal tray with slope sides
6. Photo album
7. Box with extended lid
8. Hexagonal box with lid
9. Round shape box with lid
10. Ladies' book shape comb box
11. Flower vase
12. Fancy box

Group work:

1. Preparing paper mache articles
2. Preparing calico for their own use.
3. Preparing templates and stencils of different shapes and figures.
4. Model house, school and garden etc.

Number of articles to be prepared:

1. Any five (5) articles from the list given above (1 to 12)
2. Any two (2) articles which were not made last year (1 to 10 for grade IV)
2. Group work is compulsory.

Skills:

1. More efficiency in cardboard cutting, bending of so many shapes and figures of articles.

2. Stitching (continued)
3. Making partitions in boxes etc.
4. Development of accuracy.

Theory

1. Number of paper mills and their production in India
2. Ingredients of colours and method of applying colours to different types of articles;
3. Detailed process of paper mache articles.
4. What is designing and what are the principles of designing ?
5. Methods of preparing templates and stencils of different shapes and designs which are useful for spray work.
6. What is scale drawing and use of scale drawing in paper and cardboard modelling
7. Elasticity in paper (when paste is applied)
8. Knowledge about the prices of raw materials used in cardboard work.

S T A N D A R D VI

Wood Work

PRACTICAL

1. Mallet (Indian type)
2. Rapeta (Oteran)
3. Pencil sharpener.
foot
4. Flat/rule
5. Round ruler
6. Fan
7. Door buttons
8. Door stops.
9. Handles of Khurpias, chisels and sickles etc.
10. Wooden seat (small) in single wood.
11. Wooden spoon

12. Folding coat hanger with
10 pegs No. 1

13. Ginning board

Operations:

1. Sawing (Rip sawing and cross cut sawing)
2. Measuring.
3. Sharpening (Planer blades and chisel blades only)
4. Method of sizing.
5. Chiselling (Along and across the grains)
6. Filing
7. Making round from square shape.

Number of articles to be prepared:

Any two card-board articles which were not made
last year (1 to 12 for grade V)

Any Eight (8) articles from the list given above
(1 to 13)

Any two extra models from the child's own design
such as: different types of sample toys etc.

Theory

1. General study of trees (i) Sap wood (ii) heart wood
(iii) Bark.
2. Use of roots, leaves, flowers and fruits as medicines and as well as food.
3. Name, identification and description of individual tool.
4. Proper method of using tools.
5. Proper method of maintaining daily work sheet
in wood work.
6. Listing of raw materials.
7. Knowledge of new weights and measurements
(Metric system)

STANDARD VII

Practical

1. Bread making board
2. Yarn winder.

3. Marking gauge
4. Coat hanger with metal pegs.
5. Different shapes of paper weights
6. Churning rod
7. Table book stand (simple)
8. Spoon rack.
9. Name plate
10. Photo frame (simple)
11. Slivering board with handle.
12. Wakli box
13. Money saving box

Operations:

1. Chamfering
2. Rebating
3. Mitre cutting
4. Filing
5. Screwing

Joints:

1. Cross halving
2. End housing
3. Mortise and Tenon
4. Through housing

Number of articles to be prepared:

Any two (2) articles which were not made last year (1 to 13 for grade VI)

Any six (6) articles from the list given above (1 to 13)

Any one or two (1 or 2) extra articles which the parents or guardians desire.

Theory

1. General study of trees - oxygen and carbon-dioxide etc.
 - a) Growth of trees - supply of food materials
 - b) structure of wood - pith, annual rings, medullary rays, cells cambium and its function.
2.
 - a. finding the age of the trees
 - b. classification of timber - hardwood and soft wood
3. Telling time of trees.
4. Conversion of timber
5. Direct and indirect benefits of forests.
6. Different types of forests of India
7. Identification, description and use of general tools.

8. Use of paints in wood work
9. Measuring the wood in running foot and square foot.
10. Sharpening and grinding of tools.

STANDARD VIII

Practical

1. Soap case stand
2. Clotter
3. Starting clapper (useful for sports)
4. Fire place stand
5. Folding coat hanger No. 2
6. Wall bracket (Rectangular or semi circular in shape)
7. Corner brackets
8. Pen and ink pot stand
9. Hat rack
10. Pot stand
11. Village lamp stand
12. Table flower vase
13. Bath room stool
14. Rabbit laught
15. Toast or cake rack
16. Pen-square

Operations:

1. Fixing of bolt and nuts
2. Fixing of hinges
3. Fixing wire mesh
4. Curve sawing
5. Process of tapering
6. Applying of adhesives
7. Moulding the edges of wood.

Joints:

1. Dove tail joint
2. Stopped housing
3. Cross lap.

Number of articles to be prepared

Any seven (7) articles from the list given above
(1 to 16)

Any two (2) articles which were not made last year
(1 to 13)

Any one or two (1 or 2) extra articles of the child's
own choice.

Theory

1. Method of natural seasoning of timber.
2. Method of calculating the sawn timber on cubic foot and board foot.

3. Defects of timber:
 - a. Before felling defects
 - b. After felling defects
4. Fundamental operations and their techniques in wood work.
5. Theoretical knowledge and drawing the sketches of joints.
6. Identification of timber by physical process (by colour, structure, grains and smell of wood)
7. Care of tools.
8. Different types of metal fasteners and proper procedure of fastening, such as: Nails, screws, hinges, bolt and nuts, pad locks, locks, and handles etc.
9. Method of drawing the geometrical figures in connection with the wood work such as - triangles, quadrilaterals, pentagon, hexagon and octagon.

STANDARD IX

Practical

1. Ladies' bag handles
2. Book shelf
3. coat hanger with wooden pegs (only pegs will be folded)
4. Tea tray
5. Office tray
6. Small stool
7. Towel roller
8. Drawing board or wooden seat (more than one plank)
9. Portable kitchen shelf
10. Lemon crusher
11. Letter box
12. Book ends or book rest
13. Wooden set squares.

Operations:

1. Flat sawing
2. Carving work
3. Fitting of wooden pegs
4. End grain or cross grain planing

Joints:

1. Plank widening joint or board joint
2. Lap dove tail joint

Number of articles to be prepared:

Any six (6) articles from the list given above (1 to 13)

Any two (2) articles which not done in last year
(1 to 16)

Any one or two (1 or 2) extra articles of child's
own design which their parents or guardians
desire.

Theory

1. Preservation of timber
2. Manufacturing and preparation of glues and their proper uses in wood work
3. Preparation of surface before finishing.
4. Method of cross grain planning.
5. Proportions of ingredients in preparing - Putty, wax polish, stains, oil polish, french polish etc.
6. Method of applying wood finishes.
7. Knowledge of continuous processes involved in models.
8. Finding the proportion of moisture content in the wood.
9. Method of computing quantity of timber in round square shaped logs.
10. Inscribing and circumscribing of Triangles, squares, and circles and method of forming Ellipse.

STANDARD-X

Practical

1. Time piece case
2. Desk
3. Map stand
4. Camp stool with cloth seat
5. Easy chair
6. Kitchen rack
7. Folding table
8. Portable and adjustable book stand
9. Letter case (Cabinet)
10. Ping pong racket

Operations:

1. Glass fixing
2. Cloth fitting in chairs
3. Grooving in edges along the trainings
4. Beveling
5. Finishing of wood

Joints:

1. Through Mortise and Tenon
2. Stopped Mortise and tenon

Number of articles to be prepared:

Any five (5) articles from the list given above (1 to 10)

Any two (2) articles which are not done in last year
(1 to 13)

Minor repairs of furnitures of their school if any.

Theory

1. Use of different joints for different purposes.
2. Use of particular type of wood for particular type of articles
3. Kinds of trees grown in India and near by countries.
4. Different methods of sharpening of tools in different areas.
5. Finishing of wood.
6. Important notes about the selection of wood.
7. Drawing of different types of projections such as-
 - a. Orthographic projection
 - b. Isometric projection
 - c. Oblique projection
8. Scale drawing and construction of diagonal scale.
9. Manufacturing, characteristics and proper uses of ply wood in wood work.
10. Different types of house structures.

S T A N D A R D X I

Practical

1. Cupsaucer stand
2. Ladies' comb box
3. Mirror stand
4. Rocking chair
5. Deck chair
6. Small cupboard
7. Tea-poy (portable)
8. Tea-poy (folding)

Operations:

1. Finishing of wood (contd.)
2. Drawer making
3. Partitions making

Joints:

1. Practice in joints.

Number of articles to be prepared:

Any four (4) articles from the list given above
(1 to 8)

Any two (2) articles which were not made last year
(1 to 10 in grade X)

Minor repairs of furniture of the school if any.

Theory

1. Diseases of timber.
- 2.9 Names of Indian timbers and their characteristics
(Any important 15 kinds of timber)
3. Properties of timber.
4. Compression and tension of timber and safe loads on timber.
5. Estimating the cost of articles.
6. Import and export of timber in India
7. Forest areas of India.

Note:

The lists of articles to be made by the students of the different grades are only suggestive. Other articles, not suggested in the lists may be made provided they involve the same standard of processes or operations and the knowledge. An attempt has been made here to suggest some graded articles for guidance.

**LIST OF RAW MATERIALS, TOOLS AND EQUIPMENTS REQUIRED FOR
PAPER, CARD-BOARD AND WOOD-WORK INTRODUCED IN
BASIC SCHOOLS**

All the materials required for crafts are divided into two categories.

I Recurring articles i.e. Rawmaterials

II Non-recurring articles i.e. Tools and equipments

Paper and Card board-modelling - From standards II to V.

Rawmaterials : - (Recurring)

Sl. No.	Name of articles	Sizes if any	Remarks
1.	Ordinary white foolscap paper.	17"x13"	
2.	One side coloured and glazed paper.	-do-	in all colours
3.	Thin tissu papers	30"x20"	in all colours
4.	Brown papers	49"x29"	
5.	Grape papers	-do-	available in roll
6.	Box boards(thick & thin)	26½"x16½"	available in light colours.
7.	Card boards ½lbs, 1lb, 1½lbs and 2 lbs.	30½"x25½"	
8.	Waste papers		
9.	News papers (after reading)		
10.	Drawing papers		
11.	Ordinary powder colours }	For pre-paring marble papers	Red, Blue and yellow. for spray work.
12.	Press inks }		
13.	Combs (ordinary)		
14.	Coat brushes		-do-
15.	Maida flour		For paste.
16.	Copper sulphet		For mixing in paste.
17.	Kerosene oil.		
18.	Tapes (cloth)	½" width	

19. Calico (Binding cloth)	in 2 qualities: Available in i. Superior yards and in ii. Inferior different colours.
20. Eyelets	for files.
21. Tags	-do-
22. Turpentine oil	for tray marbl- ing.
23. Thin wire	for preparing paper, flowers leaves etc.
24. Glue	for applying to the card-board.
25. Small brushes	for using in tray marbling
26. Sewing thread	for card-board work.
27. Needles	-do-
28. White and coloured chalks.	Class work.

For quantity and price please see a separate statement attached to this.

WOOD-WORK

From Standards VI to VIII

Raw materials:- (Recurring)

Sl. No.	Name of articles	Sizes if any	Remarks
1.	Teak wood		
2.	Teak wood)		Well seasoned
3.	Rose wood)		
4.	Ply wood	-	
5.	Wire nails	$\frac{1}{2}$ " $1\frac{1}{2}$ " $1\frac{3}{4}$ " $1\frac{1}{4}$ " and 2"	
6.	Wood screws	$\frac{1}{2}$ " $\frac{3}{4}$ " $1\frac{1}{4}$ " $1\frac{1}{2}$ " and $1\frac{3}{4}$ "	No. 8 and 9.
7.	Sand papers (Hercules brand)	0 No., 1 No., 1 1/2 No.	
8.	Hinges	$\frac{1}{2}$ " $1\frac{1}{2}$ " $1\frac{3}{4}$ " $1\frac{1}{4}$ " and 2"	

9. Padlocks and hooks

10. Bee wax

11. Turpentine oil

12. Linseed oil

13. Orange shellac)

14. Mythelated spirit)

15. Rumamastaki)

16. Chandras)

For preparing
French polish.

17. Raw seine powder

18. Kerosene oil

19. Coconut oil

20. Grease

21. Res (Resin)

22. Animal glue

23. Some colours soluble
in spirit.

For mixing
French polish.

24. Enamelled paints

White, Red,
Blue, Yellow
etc.

25. Brushes

$\frac{1}{2}$ ", $\frac{3}{4}$ ", 1"

26. New white cloth

-

3 yards for
polishing.

For quantity and price please see separate
statement attached to this.

PAPER & CARD-BOARD MODELLING

From Standards I to IV

Tools & equipments:- (Non-recurring)

Sl. No.	Name of articles	Size if any	Remarks
1.	Small scissors	5"	Each one
2.	Big scissors	7"	Each one
3.	Iron straight edges	18", 14", 1/16"	Each one
4.	Card-board cutters (Wavania)		Each one
5.	Tin foot rules	12"	Each one

6. Pen Knives (ordinary) 6		
7. Tin trays 2	2'x2'x3"	For tray marbling work.
8. A vessel (Brass) one big and one small.		For preparing paste.
9. Enamelled dishes Big 6, Small 6.		For preparing colours and paste etc.
10. China cups 6.		-do-
11. Geometrical box (wooden) 1.		Teaching aid
12. Drawing boards	18"x12"x1" & 24"x18"x5/8"	Each one
13. Tea square 1	2' length	Teaching aid
14. Cutting plier 1		For cutting wire etc.
15. Hammers. Big 2, Small 3.	1 1/2 lbs (Wt) 1 lb. (Wt)	For cutting card-board.
16. Centre punch 2.		
17. Chisels 3, 3.	1/2" & 1 1/2"	For cutting cardboard
18.		Note: If wood work is introduced in the same school, there is no necessity of purchasing chisels.
19. Stove (Superior quality) 1		For preparing paste.
20. Tin dabbas Big 2, small 4.		For keeping Maide flour etc.
21. Bottles: Big 2, Small 4.		For keeping colours etc.
22. One Black board	5'x3 1/2'	
23. Big cupboard 1	6'x4'x2'	For keeping tools.
24. -do-	-do-	For keeping Sew-Materials.
25. Celluloid or wooden Set squares		1 set of 2 for 2 students.

Some Suggestions

1. There is no necessity of a separate craft hall for paper and card-board work. This work may be conducted in ordinary classes or in Varandahs or in open ground if weather permits.
2. For paper and card-board work, each boy requires 16 S. Ft. i.e. 4' x 4'. Class can be conducted even in drawing classes.
3. If you want to build a separate craft hall for paper and card-board work, a hall of 40' x 25' (1000 sq. ft.) size is required including space for the teacher also.
4. Good and durable quality of raw materials, tools and equipments should be supplied.
5. The grants for craft contingency should be sanctioned before beginning of the academic year.

WOOD WORK

Tools and Equipments (Non-Recurring) - for a
class of 30 students

Sl. No.	Name of articles	Sizes if a any	Remarks
1.	Folding footrule (wooden)	24"	Individual tool per head 1
2.	Hand saws	12"	-do- 1
3.	Jack plane (Iron or wooden)	10" or 14"	-do- 1
4.	Try Square (Steel)	6"	-do- 1
5.	Marking gauge	-	-do- 1
6.	Marking awl	6"	-do- 1
7.	Mallet	1'	-do- 1
8.	Firmer chisels	1 1/2")	-do- 1
	"	1")	-do- 1
	"	3/8")	-do- 1
9.	Mortise chisels	1")	-do- 1
		5/16")	-do- 1
		3/8")	-do- 1
10.	Small hammer	1/2 lb.	-do- 1

Sl. No.	Name of articles	Size if any	Remarks
			General Tools
	Pinner Chisels	1 1/2"	5
		1 1/4"	5
		1 1/2"	5
		1 1/4"	5
2.	Mortise chisels	1 1/2"	3
3.	Hand saws	18"	6
	"	2 1/2'	1
4.	Hammers (Big)	1 1/2 lb.	4
5.	Screw drivers	8"	10
	"	12"	5
6.	Key hole saws	-	2 sets 3 blades
7.	Hand drills (with all bits)	-	5
8.	Matchet brace (-de-)	-	1
9.	Cutting pliers	6"	2
10.	Pincers (Nail pullers)	8"	4
11.	Wing compasses	9"	3
12.	Gil stones (Carborandum)	6"x2"x1"	4
13.	Grinding wheel (table fix)	6" dia.	1
14.	Wood files:		
	Wood rough file (Rasp)	10"	5
	Half round file (Rough)	10"	5
	Half round file (Smooth)	10"	3
	Flat files (Rough)	10"	5
	Flat files (Smooth)	10"	3
	Round files (Rough)	12"	3
	Triangular files	4"	6
15.	Sash Cramps	5'	1
16.	G Cramp	-	1
17.	Temon saws	12"	6
18.	Smoothing planes (wooden)	8"	2
19.	Plough plane	-	1
20.	Moulding planes of different mouths	.	one set of 4 planes
21.	Fret saw	-	1

31. No.	Name of articles	Sizes if any	Remarks
22.	Box saw	-	1
23.	Nail punches	4"	2
24.	Hand adzes (small)		3
25.	Spoke shaves	-	2

Equipment for wood-work class

31. No.	Name of articles	Sizes if any	Remarks
1.	Glue pot	-	1
2.	Bench vices	3" jaws	6
3.	Geometrical box (wooden) with all instruments		1
4.	Drawing boards	18"x12"x $\frac{1}{2}$ "	30
5.	Set squares (Celluloid or wooden)	90°, 45° and 30°, 60°, 45°	15 sets of 2 set squares
6.	Try-squares	18"	10
7.	Black board with stand or wall black board	5'x 3 $\frac{1}{2}$ "	1
8.	Cupboards	6'x4'x1 $\frac{1}{2}$ '	1 for keeping general tools
	-do-	6'x5'x1 $\frac{1}{2}$ '	1 pigeon hole cup- board for keeping individual tools.
	-do-	6'x3'x1 $\frac{1}{2}$ '	1 show cup board for keeping finished articles
9.	Writing table	4'2 $\frac{1}{2}$ 'x2 $\frac{1}{2}$ '	1 for teacher
10.	Office chair	-	1 for teacher
11.	Bench	6'x1 $\frac{1}{2}$ 'x1 $\frac{1}{2}$ '	1 for visitors
12.	A metal vessel	4" Dia.	For preparing putty etc.
13.	Enamelled cups and plates	ordinary size	6 each

Some Suggestions

1. Accommodation: A separate craft hall is necessary for wood-work. It should be situated at some distance from the school building and it should be sufficiently big and with sufficient light and ventilation. The size of the craft hall should be as below.

Each student requires 36 sq. ft. i.e. 9'x4'. For 30 students, 1080 sq. ft. i.e. 36' x 30' and for teacher 420 sq. ft. i.e. 30' x 14'. In total there will be 1500 sq. ft. i.e. 50' x 30'.

2. Working Benches: We feel that working benches are quite necessary for wood work. It is impossible to work on planks sitting on ground. The height of the work benches should be according to the age level of the students i.e. 26" x 30". There are two types and sizes of working benches in use.

- I. 5' x 30" x 26" to 30" height (for 2 students)
- II. 4' x 24" x 26" to 30" height (for one student)

But my suggestion is that 1st type of work bench will be more useful.

3. Tools: In these days, costs of tools are very high. So that, it will not be possible to supply every where. Our suggestion in this connection is that instead of having batches of 30 students at a time, it would be better to make 2 batches (15 in each batch). By making this arrangement, the supervision work will be more easy and practicable and investment for tools will also be less.

4. Craft Periods: Continuous 2 periods of 40 minutes duration in a week (only 5 days) should be given for craft in lower standards and continuous 2 periods of 45 minutes i.e. 1½ hours daily i.e. 7½ hours in a week (only 5 days) should be given for craft in higher standards.

5. Raw Materials (wood): In wood work, wood is the main raw material. The institution in which wood work is introduced should purchase the wood in round logs directly from the Government forest depots at scheduled rates.

Maximum rate of the wood will be fixed at Rs. 14/- to 15/- including transporting and sawing charges.

We will get all sizes of timbers from the lot.

Planks: From 6" to 12", 14" Breadth
Rafters: 3' to 10' long
Reapers: of all sizes

C. Details of the Materials: We have not given the quantity of materials in detail because it all depends upon the nature of work they turn out. We have only suggested the estimates of raw materials of different items.

Statement showing the estimates of raw materials for
a class of 30 students in Paper, card-board.

Standard II	Standard III	Standard IV	Standard V
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F O R A L L S T A N D A R D S

All kinds of papers		All weights of Card board		Different col- ours and calico		All miscellaneous raw materials	
P.	np	P.	np	P.	np	P.	np
100	00	100	00	75	00	75	00
100	00						
75	00						
75	00						
<hr/>							
350	00						

Total expenditure for raw materials
for one year
for 4 standards.

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